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# 3 Spelling in Language Arts

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Teacher's Edition

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# 3 Spelling in Language Arts Revised

Teacher's Edition

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# FOREWORD TO TEACHERS

## OBJECTIVES OF THE SERIES

*Spelling in Language Arts*, for Grades 2-8, is designed to relate spelling instruction to the various aspects of the language arts — listening, speaking, reading and writing. There is no single approach to spelling that will meet the individual needs of all children, at all times. This series offers a comprehensive starting point that will develop a basic writing vocabulary and foster an awareness of the patterns and generalizations that exist in English orthography. At the same time, *Spelling in Language Arts* promotes both a "spelling conscience", a desire for and awareness of what "feels" appropriate in both spelling and syntax, and a greater facility in all written work through numerous contacts with models of written language.

spelling difficulty and placement of the words.

## ASSUMPTIONS ABOUT SPELLING

- Given the proper environment, children want to spell and write with maximum efficiency.
- Correct spelling involves visual, auditory and motor skills.
- Learning spelling without knowledge of meaning is a waste of time.
- There is no single method to teach spelling; phonics, morphology (knowledge of patterns in structure), memory, word use in context, pronunciation, handwriting, reference skill, etymology and self-analysis of errors all contribute to spelling efficiency.
- Variety in methodology aids in motivating students.
- A core list of approximately 3000 words constitutes the bulk (from 85-95 per cent) of the essential writing vocabulary of most elementary school children.
- Even the most comprehensive word lists should be supplemented by the use of personalized spelling/vocabulary lists.

## STRUCTURE AND FEATURES OF THE UNITS

Each of the 36 units, including the six Review Units, in *Spelling in*

*Language Arts* is divided into three major sections: WORD WISE, WORD WATCH, and WORD WIZARD.

### A WORD WISE

This section in each unit introduces students to the meaning and connotative power of both List Words and related vocabulary, in the specific areas of multiple meanings, synonyms, antonyms, homonyms and etymology. As well, this section provides practice with the dictionary and, in later grades, the thesaurus. SPECIMEN DICTIONARY pages are provided in Books 4-8 and MINI THESAURUS pages are found in Books 6, 7 and 8. Books 2 and 3 provide dictionary readiness material with the sections, **Words That Sound The Same** and **Words For Story Writing**.

### B WORD WATCH

This section in each unit directs student attention to the phono-visual and structural aspects of the List Words and other words used to illustrate specific phonetic or structural principles. Wherever possible, generalizations are introduced inductively and presented as descriptive rather than prescriptive formulae for reference. All generalizations are signalled by the appearance of a **Word Watcher** caricature. Attention should be drawn in each case to the speech balloon beside the **Word Watcher**. Summaries of the major phonetic and structural patterns found in English orthography are included in Books 2 through 6.

Since there is no single "way" to teach spelling, the Word Watch sections employ a variety of approaches and activities. **Word Detective** focuses on the phonetic and structural characteristics of specific words or word families within the List Words. Students are invited to test their powers of observation and knowledge of known grapheme/phoneme relationships as they "track down" List Words using or giving sight/sound "clues". The phonetic descriptions used in *Spelling in Language Arts* are based on the pronunciation system in the *Gage Dictionary of Canadian English*. In making children aware of the representative nature of English spellings (that letters and letter patterns attempt to represent the primal, spoken language), the authors of *Spelling in Language Arts* have employed a simplified, conventional symbology that children will readily accept. To avoid confusion in the text, sound symbols (e.g., **long -a**, digraph **sh**, **-er** as in **her**, etc.) are printed with a dash (-) as **-a**, **-sh**, **-er**. The authors, while recognizing the need to make students aware of the most important sound patterns in English, have avoided introducing the more obscure sound patterns and symbols which, for linguistics students, accurately represent all of the approximately forty-five sounds that make up English speech. Sound symbols are used as a descriptive aid to better spelling and not as a highly esoteric and overly-complicated symbology.

While **Word Detective** helps students to note and remember the

regular and irregular spellings of the LIST WORDS, **Word Builder** focuses attention on the patterns and processes involved in word formation—syllables, roots, affixes and various built forms. Students are introduced to the structural characteristics of English words and the changes in meaning and usage that parallel changes in structure. Teachers should be aware that, while knowledge of the principles involved in developing built forms is an essential ingredient of any spelling program, without proper follow-up, word building can easily become detached from meaning. Children must be reminded of the changes in usage and meaning that accompany changes in structure. Either in the text or in the teaching notes, provisions have been made, wherever possible, to guarantee the simultaneous development of knowledge of the mechanical and grammatical aspects of word structure.

### C WORD WIZARD

This section of each unit develops the language usage skills of the students. The C section offers both practice in grammar and usage and an opportunity to let the child put his or her language to use in a variety of interesting assignments, from puzzle solving to specialized copy writing. Stylistic "rules" are presented by the **Word Wizard** caricature, and children's attention should be focused on the speech balloons that accompany the Wizard's appearances. Wherever possible, grammatical patterns are introduced as descriptions, rather

than prescriptions, of formal style. Writing assignments are varied and accommodate a wide range of abilities and interests, while directing student energies into meaningful applications of spelling and usage skills.

Since there are no water-tight distinctions in language development between, for example, spelling and reading skills, the A-B-C structure of *Spelling in Language Arts* is flexible and interrelated. Meaning, for example, is a part of every exercise whether the students work in WORD WISE or in Word Builder. Phonics is often a part of creative writing within the WORD WIZARD section. The A-B-C structure offers a convenient, organizational format for the overall development of spelling skills within the language arts program.

Teachers may wish to introduce students to the format of the texts by referring to the **Using This Book** section at the beginning of each student edition.

## WORDSHOPS

Vocabulary development related to the content subjects is an important aspect of spelling. *Spelling in Language Arts* provides students with chances to explore the vocabulary of specialized interest areas through the six WORDSHOP sections in each text. Each WORDSHOP offers a minimal core vocabulary and follow-up activities based around a specific theme or topic. The words and activities given might serve as

departure points for a more detailed exploration of the language and ideas associated with that subject. Students should be encouraged to develop "word banks" using words and expressions that supplement the core list provided for each WORDSHOP topic. The WORDSHOPS should become forums for the development of the spelling, vocabulary and language skills related to topics of everyday interest.

## DIAGNOSIS AND EVALUATION

The ongoing aspect of individualized attention from the teacher is supplemented in *Spelling in Language Arts* by a complete testing program. The specific components of this diagnostic strand are formed by:

- the six Review Units in each text which may be used either as testing devices or as extra practice
- the Placement Pretests at the beginning of each student text
- the Dictation Tests included in the Teacher's Editions
- the Year-End Assessment Tests included, in reproducible format, in the Teacher's Editions
- the Activity Pages (3 pages for each six-Unit block) included, in reproducible format, in the Teacher's Editions

It is recommended, as well, that teachers employ a test-study-test approach to the individual units within the text. A typical T-S-T sequence might be as follows:

A pretest is given at the beginning of the period of study. This is usually a dictation of List Words in the unit. Pupils locate the words that need more study; the teacher identifies words that should be stressed and makes teaching more purposeful. At least three groups are organized:

- those who can spell all the List Words (not more than three or four in the average class)
- those who have a few to several errors (the majority of the class)
- those with many errors (usually not more than three or four pupils).

The teacher plans a weekly program to meet the needs of each group. The grouping is flexible because new groups are formed after each pretest. Some classes follow a four-day cycle, others a three-, five-, or six-day cycle. The length of the cycle varies with the ability of class members and the difficulty of the words presented.

This routine is less successful in lower than in higher grades. For a class of very weak spellers it may not be superior to other routines. Its chief advantages are (i) the stress that is placed on the purposeful study of words of known difficulty, and (ii) the provision that can be made for the more able and less able pupils. The teacher gives special assignments to those pupils with exceptional needs.

## HANDWRITING

Handwriting is given prominence in all grades. Research has shown that clear handwriting is essential to good spelling. Particular emphasis is placed, therefore, on the correct formation of the letters. Printing practice is provided in Book 2. In Book 3 the slanted script is introduced. In Books 4 to 8 formal instruction in handwriting (as well as pronunciation) is provided in the teaching notes for the unit under PROVIDING FOR INDIVIDUAL NEEDS. In Books 4 to 6, as well, Review List Words are presented in script below the main body of the List Words. Teachers may wish to modify these script models to suit their own preferred style.

## ACTIVITY PAGES

Children learn to spell in a variety of ways. Pages 100-117 of this Teacher's Edition can be used to supplement the material in the student text. The ACTIVITY PAGES provide enrichment, review or straightforward skills-oriented fun as required. As is the case with the YEAR-END ASSESSMENT TESTS on pages 118-123, the ACTIVITY PAGES may be copied or otherwise reproduced as the teacher requires on the condition that the class is currently using the text edition of *Spelling in Language Arts* on a regular classroom basis.

## PROVIDING FOR INDIVIDUAL DIFFERENCES

*Spelling in Language Arts* recognizes the need of individual students for specialized instruction. The Lesson Plan Outline in this Teacher's Edition describes the individual features of each study unit within the student text and explains the Test-Study-Test method.

Teachers should be aware of the types of spelling errors, in order to determine what remedial and individualized instruction is required. Provision for classification of errors is offered in the CHECK-UP section of the Review Units.

### SPELLING ERRORS<sup>1</sup>

- (1) Omissions and Insertions
- (2) Letter Substitutions
- (3) Confusion from Mispronunciations
- (4) Transpositions
- (5) Doubling
- (6) Homonyms
- (7) Unclassified

Further ideas and materials for individualizing within the series are provided by:

- the Wordshops
- the Activity Pages at the back of each Teacher's Edition
- the PROVIDING FOR INDIVIDUAL NEEDS section of each unit in the Teacher's Edition
- the REFERENCE LISTS in each Teacher's Edition
- the DIAGNOSTIC PLACEMENT TESTS at the beginning of each text

- the YEAR-END ASSESSMENT TESTS in each Teacher's Edition
- the Review Units within each text.

Pupils who have abnormal weaknesses require corrective exercises and modified assignments. Exercise material of this type is provided in the units of each Teacher's Edition.

Able pupils will master many words and acquire a large spelling vocabulary. These pupils need less time to do the assignments; in fact, for them, some of the work in the Spellers should be replaced with the supplementary material in the units of the Teacher's Edition. Related language activities are provided to enrich the course for those who would otherwise become bored with needless repetition.

spelling difficulties may be used by older pupils:<sup>2</sup>

Word	Related Words	Date Listed	Date Mastered	Teacher's Check
sincere	insincere insincerity	May 8	May 30	JD
truly	true truth truthful		May 10	

A **Total Spelling List** may be kept by the teacher, that is, a list of all words that have been commonly misspelled by the class. At frequent intervals such words should be re-taught and retested, either along with the List Words of subsequent units, or as a separate group. Marks on tests of the latter type are usually very high because they do not test the pupil's spelling ability so much as his industry in studying the Total List words. For this reason "spot tests" are necessary if the class marks are to fall into a normal distribution pattern.

As words are mastered they should be removed from the Personal and Total Spelling Lists. Those words remaining should be carried over for further teaching and testing.

## PERSONAL SPELLING LISTS

Pupils should be taught to keep **Personal Spelling Lists** in which they record the correct spellings of words that they have misspelled.

Beginning with LEVEL 3, S.L.A. offers CHECK-UP sections in every Review Unit. These CHECK-UP sections remind pupils of the need to develop and maintain personal "problem" lists and to analyze these lists for recurring types of errors. Analysis of spelling errors must be qualitative as well as quantitative.

Simple Personal Spelling Lists can be kept by primary pupils if they are closely supervised. A more elaborate method of listing personal

<sup>1</sup>From Ves Thomas, *Teaching Spelling* (Gage, 1974), an excellent detailed analysis of spelling errors.

<sup>2</sup>A reproducible copy of this Personal Spelling List is provided on page 127.

# SKILLS EXERCISED IN SPELLING IN LANGUAGE ARTS, BOOK 3

## SKILL

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

### WORD MEANINGS

Writing words for given meanings



Multiple meanings

Word associations

Opposites

Homonyms

### DICTIONARY SKILLS

Alphabetical order

Diacritical marks

### LANGUAGE SKILLS

Writing sentences

Creative writing

Punctuation

Titles

Tense

Special forms

Proofreading

### WORD ANALYSIS & WORD BUILDING

#### Phonetic

Silent letters

Rhyming

Long and short vowel sounds

Special vowel sounds

R-controlled

Consonant sounds

Blends and digraphs

#### Structural

Finding small words in longer ones

Compounds

Plurals

Affixes

Root Words

Syllabication

Changing Y to I, F to V

Doubling final consonant

Letter substitution

## SKILL

19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36

## WORD MEANINGS

Writing words for given meanings



Multiple meanings

Word associations

Opposites

Homonyms

## DICTIONARY SKILLS

Alphabetical order

Diacritical marks



## LANGUAGE SKILLS

Writing sentences

Creative writing

Punctuation

Titles

Tense

Special forms

Proofreading



## WORD ANALYSIS & WORD BUILDING

### Phonetic

Silent letters

Rhyming

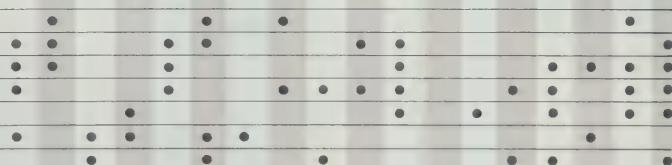
Long and short vowel sounds

Special vowel sounds

R-controlled

Consonant sounds

Blends and digraphs



### Structural

Finding small words in longer ones

Compounds

Plurals

Affixes

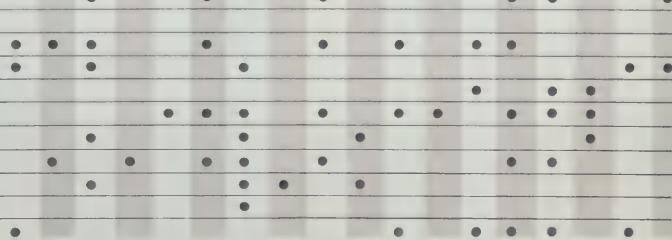
Root Words

Syllabication

Changing Y to I, F to V

Doubling final consonant

Letter substitution



# SKILLS EXERCISED IN SPELLING IN LANGUAGE ARTS, BOOKS 2-8

The following chart shows the degree of emphasis placed on various word skills in Books 2-8.

A = strong emphasis  
B = moderate emphasis  
C = consolidation or review

## SKILL

## BOOK 2 3 4 5 6 7 8

### WORD MEANINGS

Writing words for given meanings  
Synonyms  
Antonyms  
Word associations  
Multiple meanings  
Homonyms  
Nouns of agency  
Writing words in context to show meanings  
Writing meanings for given words  
Origins

A	A	A	A	A	A	A	A
A	A	A	A	A	A	A	A
A	C	A	A	A	A	A	A
B	B	A	B	C	C	C	C
B	B	A	A	A	A	A	A
C	B	B	A	B	B	B	B
C	C	C	C	B	B	B	B
—	C	A	A	A	A	A	A
—	—	A	A	A	A	A	A
—	—	C	C	A	A	A	A

### DICTIONARY SKILLS

Alphabetical order  
Diacritical marks  
Checking for spelling & meaning  
Writing dictionary definitions  
Dictionary samples, abbreviations, guide words  
Thesaurus skills

A	A	B	C	C	C	C	C
C	B	A	A	A	A	A	A
—	—	A	A	A	A	A	A
—	—	B	B	B	B	B	B
—	—	—	—	—	—	—	—
—	—	A	A	A	A	A	A
—	—	—	C	A	A	A	A

### WORD ANALYSIS & WORD BUILDING

#### Phonetic

Pronunciation  
Rhyming  
Vowel sounds:  
Long and short  
Combinations  
Silent — final E  
— other  
R-controlled  
Other  
Consonant sounds:  
Blends  
Digraphs  
Silent  
Initial & final  
K sound spelled C, K, CK, CH  
Hard and soft C & G  
Z sound spelled S  
F sound spelled PH, GH

A	A	A	A	A	A	A	A
A	B	B	B	C	C	C	C
A	A	A	A	A	A	A	A
A	A	A	A	B	B	B	B
A	A	A	A	C	C	C	C
—	B	B	C	C	C	C	C
B	B	A	B	B	C	C	C
—	C	B	C	B	B	B	B
A	A	A	B	B	C	B	B
A	A	A	B	B	C	B	B
A	B	B	A	A	A	A	A
A	C	C	—	—	—	—	—
C	C	C	C	C	C	C	C
—	C	B	B	B	B	A	A
—	C	C	C	C	C	C	C
—	—	C	C	C	C	B	B

## SKILL

## BOOK 2 3 4 5 6 7 8

### WORD ANALYSIS & WORD BUILDING (Continued)

#### Structural

Spelling patterns	A	A	A	A	A	A	A
Suffixes	A	A	A	A	A	A	A
Plurals — S & ES	A	A	A	A	A	A	A
— irregular	B	C	B	C	C	C	C
Double letters	A	B	A	B	B	B	B
Vowel and consonant recognition	A	C	C	C	C	—	—
Substitution — of letters	A	A	A	C	C	—	—
— of affixes	—	—	—	C	C	C	A
Root words	B	A	A	A	A	A	A
Compounds	B	B	B	B	A	A	B
Capitals	B	B	C	C	C	C	C
Contractions	C	C	C	C	C	C	C
Singulars	C	—	C	B	C	C	C
Syllabication and accent	—	A	A	A	A	A	A
Prefixes	—	C	B	A	A	A	A
Abbreviations	—	C	C	—	—	C	B
Spelling difficulties:							
Dropping silent E	A	A	A	A	A	A	A
Doubling final consonant	—	B	A	A	A	A	A
Y to I, F to V	—	B	A	A	A	A	A
Changes in root	—	C	C	C	A	A	A
Final EL, AL, IL	—	—	—	C	C	C	—

### LANGUAGE USAGE

Grammar hints	B	B	B	B	A	A	A
Proofreading	B	—	C	C	C	C	C
Pronunciation	B	B	B	B	B	B	A
Titles	C	C	C	C	C	C	C
Use of capitals	C	C	C	C	C	C	C
Punctuation	C	C	C	A	C	C	C
Sentences	A	A	A	A	B	B	C
Special forms (posters, verse, letters, etc.)	C	C	B	C	C	C	B
Paragraphs	—	—	—	C	B	C	C
Creative writing	A	A	A	A	A	A	A

# DICTION TESTS

## BOOK THREE

These tests are carefully planned to include words of varying difficulty. Tests 1, 4, and 7 are **Pretests** and contain words not yet studied in class. The other tests are cumulative reviews and should be given at various times throughout the year. Test 9 might be given as a year-end review.

### TEST 1

#### Units 1-12 (Pretest)

wait	rope
line	fox
joy	left
used	bath
seem	puppy
robin	Sunday

### TEST 4

#### Units 13-24 (Pretest)

frog	ice
pray	page
alike	bless
winter	spill
garden	plums
thing	star

### TEST 5

#### Units 13-18

pain	gold
water	glass
flock	flag
once	city
plates	spoon
string	stepping
shade	o'clock
closed	Christmas

### TEST 6

#### Units 1-24

dust	cream
blind	cube
learn	Indians
spaces	knife
pencil	sticky
think	softly
your	across
clown	page
Mr.	greatest
puppies	pray
sleepy	dark
thread	grandmother

### TEST 7

#### Units 25-36 (Pretest)

catch	merry
fight	ground
what's	fly
sport	yet
zoo	yourself
visit	tomorrow

### TEST 8

#### Units 25-30

wood	skies
mouse	break
dishes	buy
flower	suit
soap	sorry
grow	catching
golden	haven't
family	Thursday
before	might

### TEST 9

#### Units 1-36

slipped	three
animal	butter
around	chicken
butter	large
thank	meet
uncle	lost
frosty	held
knives	pipe
sure	fresh
third	somehow
Wednesday	grandfather
shouldn't	Easter
watches	leaving
always	

### TEST 3

#### Units 1-12

sang	half
does	next
oil	pink
wave	side
rocks	rose
dry	write
huge	afraid
Canada	unhappy
stopping	number
Tuesday	drop
near	

# TEACHING SUGGESTIONS

## Units 1-36

Teaching Suggestion  
for the first 36 units  
of the book

# UNIT 1

## OBJECTIVES

- Short Sound of **a** as in **cat**
- The Alphabet
- Use of Capitals

Note: A test-study-test approach is recommended

### 1

add	camp	half
ask	bath	began
afternoon	past	Canada

Do you remember?      goes      done

Print these letters. Make them round.

a c e q d g o

### A

#### WORD WISE

1. Write these sentences. Fill in the missing words.
  - The alphabet has —— letters.
  - The five vowels are —— .
  - The other twenty-one letters are called —— .
  - The letter —— is sometimes a vowel.
  - Every word must have at least one —— .
2. LIST WORD Puzzle. Write each word from the box beside the correct meaning.

- a part of a day
- to live in a tent
- our country
- something you have in a tub
- opposite of subtract

bath
Canada
afternoon
add
camp

### B

#### WORD WATCH



The short -a sound (a) is heard in the word **cat**.

1. Write the LIST WORDS. Say them to yourself. Underline each short -a.

## IDEAS FOR PRESENTATION

Print the words on the chalkboard, using coloured chalk for the **a**'s. Read the words to the class, enunciating each vowel and consonant clearly. While individual pupils read the words, direct the others to look carefully to see the letters that stand for the sounds they hear. Ask pupils to give the List Words that are spelled exactly as they sound (**ask**, **past**). These are Sound Words. In what way is **add** not a Sound Word? It has a **d** we do not hear. **Add** is a Study Word. Demonstrate the use of the Study Steps with **half** and **done**. After the pupils look carefully at the

letters and associate them with the sounds of the words, they will be able to point out **silent l** in **half**, and **o-e** pronounced as **short-u** in **done**, as the Study Parts (non-phonetic). Such parts require a clear visual image of the whole word. Various memory devices such as rhyming words (**half**, **calf**) or phrases (**one is done**) may help. Some pupils learn more readily when they write the words in their books or in the air. Such study aids will vary from word to word and from pupil to pupil.

Meanings and uses of List Words can be illustrated best by the use of context-sentences or sentence fragments. For example,

#### add

- Add the numbers.
- Add salt and pepper.

#### ask

- Ask for permission.
- Ask her for lunch.

**Done** must always have a helper (**is**, **had**, etc.) Conclude by having the List Words read again.

## ACTIVITY AIDS

### A WORD WISE

**A(1)** reviews the alphabet with the pupils. Read each of the skeleton sentences while the children follow along. Challenge them to tell what is missing from the blanks. As they do, list the information on the board. After you have developed answers for all the skeleton sentences, have the pupils copy them, putting in the correct words. It should be noted that in this and other puzzle-like activities in this book, the pupils should be cautioned to make no marks in their books.

**A(2)** Develop orally before the children copy the meanings and write their answers. Some of the words in these and other activities may be beyond the pupils' sight vocabulary. You should therefore develop the questions orally before having them work independently.

### B WORD WATCH

The Word Watcher points out the vowel sound in **cat** as the **short -a**. Read the generalization of the Word Watcher with the children. Have them say the word **cat**. Blend the sounds with them and help them isolate the **short -a** sound. Write the word **cat** and put a curved line above

it, telling the children that we sometimes show that a vowel is short by putting such a line above it. Have them complete B(1) as you help them.

**B(2)** Explain to pupils the function of the Word Detective. Tell them that he is on the trail of missing List Words and they must often help him find and write them. Point out the first clue. Help the children read it. Let them try to identify the List Word from the clue. Do the same with the other clues. You may have the pupils copy the completed sentences when they have located all the words.

**B(3)** Help the children identify the little words in longer ones. Work through the example given plus one

other item, then help them as they complete the others.

**B(4)** Work orally with the children. Ask them to read the words in (a) and tell which word has a beginning letter that comes closest to the top of the alphabet. Guide them along and write each group of words on the board.

### C WORD WIZARD

Develop the activity in this section with the pupils. Let them take turns reading the paragraph, having them point out the errors. Write the paragraph on the board, putting in the periods and capitals in coloured chalk. Get the pupils to explain why the capital and period was used in each case.

## PROVIDING FOR INDIVIDUAL NEEDS

**Creative Writing:** Have the children explore the environment with the use of their senses. Let them look around indoors or outdoors and note things they **see, hear, feel, smell or taste**. Record these impressions on charts or on the chalkboard under the headings **sight, smell, etc.**

## DICTATION SENTENCES

1. The work is **done**.
2. They went to **camp**.
3. **Add** some milk.
4. **Ask** for a book.
5. It **began** to snow.
6. We live in **Canada**.
7. Let her go **past**.
8. We will go this **afternoon**.
9. I took a **bath**.
10. Take **half** my apple.
11. He **goes** to school.

## ANSWERS

### A

- (1)(a) The alphabet has **26** letters.
- (b) The five vowels are **a, e, i, o, u**.
- (c) The other twenty-one letters are called **consonants**.
- (d) The letter **y** is sometimes a vowel.
- (e) Every word must have at least one **vowel**.

- (2)(a) **afternoon** (b) **camp** (c) **Canada** (d) **bath** (e) **add**

### B

- (1) **add, camp, half, ask, bath, began, afternoon, past, Canada, goes, done**
- (2) (a) **Canada** (b) **afternoon** (c) **add** (d) **half**
- (3) (a) **an** (b) **ask — as, a; add — a; camp — a, am; goes — go; past — a, as; Canada — a, an, can; done — do, on, one; afternoon — after, noon, a, no, on**
- (4) (a) **ask, bath, done, goes, half** (b) **add, began, Canada, past, robin**

### C

One afternoon, my friend Tom and I rowed across the lake to the camp. Halfway across, it began to rain. The sky was dark. Tom was afraid and asked to go back. We were both glad to get to land.

## C

### WORD WIZARD



1. Careless Kermit wrote this story. He left out periods, and capital letters, and even the title. Help Kermit with the story. Put in the periods and capitals and write a title.

one afternoon, my friend tom and i rowed across the lake to the camp halfway across, it began to rain the sky was dark tom was afraid and asked to go back we were both glad to get to land

# UNIT 2

## OBJECTIVES

- Short -e Sound
- More than One
- Now, Before Now

Note: A test-study-test approach is recommended

## IDEAS FOR PRESENTATION

Write the List Words on the chalkboard, with the **short -e**'s in coloured chalk. Read them clearly as a pattern of good articulation while the pupils look carefully at the letters that give the sounds. As time permits, ask individual pupils to read the List. Point out the consonant blends in **end**, **send**, **else**, **felt**, **help**, **left**, **rest**. Pronounce each so that both letters in the blend are heard distinctly. Compare with these the single sound given by **ng** in **sang** and by **bb** in **rabbit**. The words **else** and **house** may be written on the board to show the **-se**

ending. Show how the **silent -e** becomes sounded, and how the **-s** sound becomes a **-z** sound, when **s** is added to **house**. The idea of **Now** and **Before Now** may be developed using **sing**, **sang**; **send**, **sent**; **feel**, **felt**; **leave**, **left**. Show multiple meanings in context, as

- I left a penny in my left pocket.
- I felt sorry that I lost my felt-tipped pen.

Get the children to see that the same word could often have more than one meaning.

## ACTIVITY AIDS

### A WORD WISE

In having the pupils do A(1), you should work through an example in which a multiple-meaning word is used. This is to point out this facet of word meaning through first-hand experiences. For example, demonstrate to them that item (c) **a nap**, and item (d) **what is left**, are both given the word **rest**. Ask the children the questions orally and have them answer. They may write the answers.

### B WORD WATCH

Explain to the children that the funny character who explains the rules to them in the book is called the Word Watcher. Get the children to tell what character he represents.

**B(1)** Have the children identify the **short -e** words based on the Word Watcher's information. List these on the board and have the children read them and listen for the **short -e** sound. Assure auditory recognition of this sound, using the words **bed**, **red**, **let**, **egg**, **then**, **best**, **bell**.

Review the short sound of **-a**, using **an**, **pan**, **hand**, **basket**, **rabbit**. Ask the pupils to contribute additional words to each list. For discrimination between the **short -a** and **short -e** sounds, have pupils tell which word in each of the following pairs has the **short -e** sound: **pat**, **pet**; **led**, **lad**; **man**, **men**; **pen**, **pan**; **bad**, **bed**; **ham**, **hem**.

**B(2)** Develop rhyming words for one of the activity words and list them on the board. Let the children continue with the others on their own.

**B(3)** reviews identifying words with **short -a** sound, **silent -e**, single vowels, double letters. The remaining activities in this section review skills.

## 2

end	rest	basket
else	send	sang
felt	left	
Don't forget:	help	houses
		rabbit

Print these letters. Make them stand straight.

b p f s u

### A

### WORD WISE

#### 1. LIST WORD PUZZLE

What am I? Find me in the LIST WORDS.

(Be careful. Some words have more than one meaning.)

- (a) something to put things in
- (b) opposite of right
- (c) a nap
- (d) what is left over
- (e) touched
- (f) not taken

### B

### WORD WATCH



The short -e sound (e)  
is heard in the word bed.

1. Write the LIST WORDS. Say them to yourself. Underline each short -e. (There should be seven.)
2. Write short -e words that rhyme with
  - (a) felt
  - (b) end
  - (c) rest

### Word Detective

3. Find and write the missing LIST WORDS.
  - (a) Three words have a short -a sound.
  - (b) One word has a double letter (the same letter written twice.)

**B(4)** Writing the plural of nouns by adding **s**. Use sentence fragments to illustrate the formation of plurals: **two baskets; at both ends; white rabbits; all the houses.**

**B(5)** Arranging words in alphabetical order.

## C WORD WIZARD

**C(1)** Once they begin writing words they will discover that they all have **short -e** sound.

**C(2)** Read through the instructions with the pupils. Get them to see that the word which tells what is done in the first sentence is **play**. Which word tells what is done in the second sentence? How is it different from **play**? Using questions, get the pupils to see these forms:

I play — We play (Now)  
Father played (Before)  
I played (Before)  
Mother plays (Now)  
Demonstrate to the children how they could arrange this information on the chart as shown in the activity.

## PROVIDING FOR INDIVIDUAL NEEDS

**1. Creative Writing:** Let pupils choose one of the items perceived through the senses in the preceding activity and write about it. Encourage them to write sentences that tell of shape, colour, texture, smell, etc.

- (c) One word has a silent -e.
- (d) One word has both a short -a and a short -e.
- (e) Seven words have only one vowel.

## Word Builder



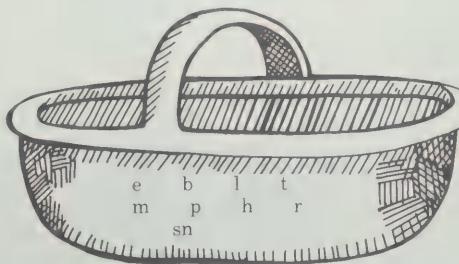
4. (a) Make these words mean more than one. Add **s** to **basket end rabbit rest help house**  
(b) Use each new word in a sentence.
5. Write each group of words in alphabetical order.  
(a) **felt, left, rest, else, send**      (b) **end, sang, basket, houses, rabbit**

## C

## WORD WIZARD

### 1. The Letter Basket

Use the letters in the basket and make as many new words as you can. You may use each letter as many times as you wish. Give yourself 5 points per word.



### 2. (a) Read these sentences.

I **play** games at school. Mother **plays** cards. Father **played** with the baby last night. We **play** in the yard. Yesterday I **played** with the boy next door.

### (b) Write these headings: Now Before

(c) Write each word in dark print under the correct heading.

## 2. Handwriting and Speech Practice:

Stress the proper pronunciation of the beginning and final consonants and the **short -o** in these words: **bob, cob, gob, mob, nod, pod, rod, sod, mod, bog, dog, fog, hog, jog.**

### 3. Phonics:

1. Have pupils change a vowel in the following words to make other words (example **cab** = **cob, cub**): **bad, ban, bet, bog, pin.**

2. Add initial consonants to make words that rhyme with **am, an, at, it, up.**

3. Have the children complete these sentences:

The cat       up the milk.

**sand**

I sleep on a      .

**tugs**

Lock the big      .

**bed**

Sam       on the rope.

**laps**

Put some       in the pail.

**box**

## DICTION SENTENCES

1. Who **else** has read?
2. See the **rabbit** hop.
3. Please **help** me.
4. The **houses** are big.
5. Tom **felt** happy.
6. We **sang** a song.
7. Do the **rest** of the work.
8. We **left** at one o'clock.
9. What is in the **basket**?
10. **Send** him to the store.
11. Go to the **end** house.

## ANSWERS

### A

(1) (a) **basket** (b) **left** (c) **rest** (d) **rest**  
(e) **felt** (f) **left**

### B

(1) **end, else, felt, rest, send, left, basket, sang, help, houses, rabbit**  
(2) (a) **belt, melt, pelt, welt**  
(b) **bend, fend, lend, mend, pend, rend, send, tend, vend, wend, blend, trend, spend**  
(c) **best, jest, lest, nest, pest, test, vest, west, zest**  
(3) (a) **basket, sang, rabbit** (b) **rabbit**  
(c) **else** (d) **basket** (e) **end, felt, rest, send, left, sang, help**  
(4) (a) **baskets, ends, rabbits, rests, helps, houses**  
(b) **Answers will vary.**  
(5) (a) **else, felt, left, rest, send**  
(b) **basket, end, houses, rabbit, sang**

### C

(1) **Answers will vary.**  
(2) **Now — play, plays, play**  
**Before — played, played**

# UNIT 3

## OBJECTIVES

- Short Sound of -o
- Doubling Final Consonant

Note: A test-study-test approach is recommended.

### 3

drop	rock	nest
fox	robin	next
soft	pond	
Remember: got from best		

As you print, lift your pencil before starting the second part of h r m n

h r m n has hen horn

### A

## WORD WISE

1. A cat can move by itself. A box cannot move by itself. Print the LIST WORDS that name things  
(a) that can move by themselves. (Give two.)  
(b) that cannot move by themselves. (Give three.)
2. Which LIST WORD means  
(a) a sly animal? (d) a bird with a red  
(b) a place to swim? breast?  
(c) a home for a bird? (e) a hard thing?

### B

## WORD WATCH

The short -o sound (ô) is heard in the word top.

1. Say the LIST WORDS to yourself. Print the LIST WORDS that have a short -o sound.  
(Be careful to listen to the sounds of the letters!)
2. Change the vowels in these words to o.  
fix                      rack                      drip  
dig                      nut                      leg  
hip                      get                      sift  
sing                      luck                      step



## Word Detective

3. (a) Read the words in the box.  
(b) Write the headings:  
short a   short e   short o

## IDEAS FOR PRESENTATION

This Unit stresses words with the short sound of -o, but also contains three words with the short -e sound and two with initial blends. Write the words on the board using coloured chalk for the short -o's.

It is important that the children hear the correct pronunciation of the List Words. The stressed syllables, the audible final consonants, and the clear vowel sounds in the teacher's presentation will serve as a speech pattern to them. Words properly pronounced are easier to spell. As pupils read the words aloud, have the others listen for the

final consonants. Pay particular attention to the final -t in soft, nest, next, best, and the final -d in pond. Mark the blends at the end of soft, nest, next, best, and at the beginning of from and drop. Show ck standing for the -k sound at the end of rock and the short vowel preceding it. The pupils' attention should be drawn to the -ks sound expressed by x in fox and next.

## ACTIVITY AIDS

### A WORD WISE

**A(1), (2)** could be incorporated into the quiz-like game played while word meanings were studied. After developing the answers orally with the children, get them to write them.

### B WORD WATCH

**B(1)** focuses on the short sound of o. Practice words for the short -o sound may be top, hop, not, on, box, rock, lot, cod, lost. There are regional variations in the short -o sound. It sometimes has a rising-falling tone (ô), especially in words like dog and soft.

Discrimination between the three short-vowel sounds so far reviewed may be sharpened by asking pupils to tell what vowel sounds are heard in the following, e.g. pat — short -a: pat, pet, pot; lost, lest, last; loss, lass, less; beg, bog, bag; bond, bend, band. A demonstration of the vowel substitution technique with the above words will prepare pupils for doing the activity.

**B(2)** The pupils are encouraged to substitute o in place of vowels a, u, i and e.

**B(3)** challenges the children to read a group of words and classify them according to their vowel sounds, short -a, short -e, short -o. They are also asked to identify words with two syllables from among the group.

**B(4)** reviews the skill of adding - to write the plural form of words.

**B(5)** stresses the doubling of the final consonant in some words. Teach inductively the rule for adding ed and ing to one-syllable words ending in a single consonant. (Explain the term "syllable" if necessary.) Write on the board:

drop + ed = dropped

drop + ing = dropping

rap + ed = rapped

rap + ing = rapping

drum + ed = drummed

drum + ing = drumming

sun + ed = sunned

sun + ing = sunning

What was done to **drop**, **rap**, **sun**, and **drum** when **ed** and **ing** were added? Point out the information given by the Word Watcher. Help the children read it and decide whether the rule was followed. Then work through the words in the activity orally with the children.

### C WORD WIZARD

**C(1)** Print the sentence part, "into the pond with a splash" on the board. Question the children as to whether those words by themselves make sense. What could be added to complete the sense? Get the children

to see that the name of someone or something should be included in the words that are to be added. Guide them to complete the sentence in this way:

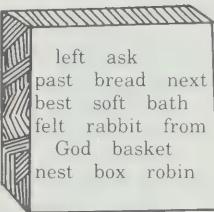
**The frog jumped into the pond with a splash.**

Help them as they complete the other sentences.

**C(2)** could be done in conjunction with the song, "Old MacDonald's Farm".

## PROVIDING FOR INDIVIDUAL NEEDS

**1. Creative Writing:** Follow up on the activities on sensory impressions



(c) Put the words in the box under the right headings. (Some words may go under more than one heading.)  
(d) Underline three of the words in your chart that have two vowel sounds each.

### Word Builder

4. Make these words mean more than one.

camp	bath	drop	afternoon
robin	nest	pond	rock

When ed or ing is added to a word ending in a single consonant, the last consonant is sometimes doubled.  
hop — hopped hopping

5. Add ed and ing to

drop	pin	tap	stop
rap	trap	scrub	spot
shop			drum

### C

## WORD WIZARD

1. Help! Make these into sentences by adding interesting beginnings. Use LIST WORDS, if you can.

(a) into the pond with a splash.  
(b) to buy a new ball.

(c) has a soft fur coat.  
(d) has lovely blue water.  
(e) fell from the tree.

2. Match each animal in the box with the sound it makes.

Write a sentence about each animal. Tell what sound it makes.

Do it like this: My pet cat often mews.

cow, rooster, dog, bee, sheep, frog, duck, pig, cat
---

moos, croaks, quacks, grunts, bleats, crows, barks, mews, buzzes
--

of the preceding Units. Give pupils a word like **icky** or **yummy** and have them write about incidents that cause them to express such words.

### 2. Handwriting and Speech Practice:

(a) Have the children practise the formation of **e** and **o**. Let them write the words: **goes**, **toe**.

(b) Provide further practice in proper pronunciation of **short -o** by having pupils say these words: **cop**, **hop**, **top**, **cot**, **dot**, **got**, **rot**, **box**, **fox**, **ox**.

### 3. Phonics:

Have the children substitute final consonants to form as many words as possible (example: **bob** — **bob**, **box**): **ban**, **dig**, **his**, **mud**.

## DICTION SENTENCES

1. My bed is **soft**.
2. I **dropped** the box.
3. See the **fox** run.
4. Find a big **rock**.
5. He fell in the **pond**.
6. What has she **got**?
7. Come home **from** school.
8. This apple is the **best**.
9. There is a **robin**.
10. It makes a good **nest**.
11. What shall we do **next**?

## ANSWERS

### A

(1) (a) fox, robin (b) rock, pond, nest  
(2) (a) fox (b) pond (c) nest (d) robin (e) rock

### B

(1) drop, fox, soft, rock, robin, pond, got, from

(2) fox, dog, hop, song, rock, not, got, lock, drop, log, soft, stop

(3) **short -a**: ask, past, bath, **rabbit**, basket

**short -e**: left, bread, next, best, felt, basket, nest

**short -o**: soft, from, God, nest, **robin**

(4) camps, baths, drops, afternoons, robins, nests, ponds, rocks

(5) dropped, dropping; tapped, tapping; rapped, rapping; pinned, pinning; shopped, shopping; trapped, trapping; scrubbed, scrubbing; spotted, spotting; stopped, stopping; drummed, drumming

### C

(1) Answers will vary.

(2) cow-moos, rooster-crows, bee-buzzes, dog-barks, sheep-bleats, frog-croaks, duck-quacks, pig-grunts, cat-mews

# UNIT 4

## OBJECTIVES

- Short Sound of -i
- Adding es to Mean More than One
- Alphabetical Order

Note: A test-study-test approach is recommended.

# 4

ink	ship	sick	spot
Indian	gift	dig	hot
dish			

Remember: wind little school

As you print, make these letters straight up and down.

i j k l b ill d ig k ick j ust

### A

## WORD WISE

1. Work with a partner. Make up a What Am I Puzzle with some of the LIST WORDS. (Look at the puzzle in part A of Lesson 2.)

### B

## WORD WATCH



The short -i sound (i) is heard in the word fish.

1. Change the vowels in the underlined words to i. Then the sentences will make sense.  
(a) The dash is on the table.  
(b) Put at on the chair.  
(c) Jean will go of I do.  
(d) The shop went to sea.
2. Rhyming words can help make spelling easy. Use the letters in the boxes. Make rhyming words for dig, dish, ship and gift.  
(a) 

b	f	j
p	w	

 dig  
(b) 

f
w

 dish  
(c) 

d	h	l
t	r	

 ship  
(d) 

l
s

 gift

## Word Detective



3. Read these words:  
best dish next rest  
ship nest felt gift  
little past left settle

## IDEAS FOR PRESENTATION

Write the List Words on the chalkboard, using coloured chalk for the short -i's. As the pupils read the words aloud, check their pronunciation. Clear sounding of -di in Indian and the final -t in gift will eliminate many spelling mistakes.

Phonetic features that may be marked are:

- (a) blends nd in wind (recall end and send); ft in gift (recall left)
- (b) digraph sh at the beginning of ship and at the end of dish (two letters giving one sound)
- (c) long -oo in school (recall afternoon)

- (d) short -o in hot and spot
- (e) -k sound at the end of sick spelled ck (recall rock). Show the short vowel before ck.

Discuss the meanings of the words in context. Develop multiple meanings for dish, gift, spot, wind. Get the children to use all the words in sentences to show their different meanings.

## ACTIVITY AIDS

### A WORD WISE

The children should enjoy making up puzzles for others to solve. You may demonstrate to them how to make a simple crossword or word search puzzle, or even the types of matching puzzles that are used in these activities.

### B WORD WATCH

**B(1)** deals with substituting i in place of other vowels. Point out the Word Watcher's rule at the top of the activity. Have the pupils say fish. What vowel sound do they hear for i? This sound may be demonstrated using words such as fill, bring, is, it, chin, give, lid, little.

**B(2)** The short -i words should be read aloud.

Having pupils name the vowel sound in each of the following words will provide a review of the short vowel sounds and introduce the technique of medial vowel substitution required in B(1):

bag, beg, big; miss, moss, mess; slip, slop, slap; flip, flop, flap; pot, pet, pit; than, thin, then.

**B(3), (4)** Pupils are asked to identify consonant pairs at the end of words, words that have the same letter combinations, words that have double letters and words that have the short -i sound.

**B(5)** The Word Watcher points out a rule for putting words in alphabetical order. This is another step in dictionary readiness. Write these words on the board:

(a) set, sad, sob (b) boat, beat, bike  
(c) wind, went, wade. Point out that in each group the words begin with the same letter. Challenge the children to decide how they could be put into alphabetical order. Lead them to see that they must consider the second letter in each word. Guide the children as they arrange the words on the board in alphabetical order, then have them complete B(5).

**B(6)** focuses on the writing of the plural forms of words ending in **s, z, x, sh** and **ch**. Point out the Word Watcher's rule to the children and have them read the example words: **church, churches** and **box, boxes**. Recall the addition of **s** to words like **ship, gift, spot, wind, school, house, rope**. Write the following on the board, underlining **es**:

One	More than One
one lunch	two lunches
a fox	many foxes
the glass	all the glasses
this bush	these bushes

**es** is added to words ending in **s, z, sh, ch, x** because it is easier to say. Have the phrases read aloud so that the two syllables in the plural

form may be heard.

**B(7)** focuses on identifying little words in longer ones.

### C WORD WIZARD

**C(1)** is aimed at helping the children identify patterns in sentences. Get them to rearrange the words until they achieve a grouping that makes sense.

## PROVIDING FOR INDIVIDUAL NEEDS

**1. Creative Writing:** Provide the children with pictures or study prints showing some form of action. Have them study the pictures and

think about the sounds that are being made.

### 2. Phonics:

- Have pupils write rhyming words for each of these words: **cub, cut, bun, hum, bug**.
- Have pupils circle the word that does not rhyme on each line.
  - bib, fib, kid, rib**
  - bid, rib, lid, rid**
  - gag, hag, sad, tag**
  - dot, cop, hop, mop**
  - mix, fix, fox, six**

## DICTATION SENTENCES

- Write with **ink**.
- The room is **hot**.
- Here is the **ship**.
- I see the **Indian**.
- The **ship** was big.
- They were in **school**.
- Please get the **dish**.
- The **little** boy sleeps.
- The dog likes to **dig**.
- This is the **spot**.
- A soft **wind** blows.
- That is my **gift**.
- Jill was **sick**.

## ANSWERS

### A

(1) Answers will vary.

### B

- dish
- it
- if
- ship
- big
- fig
- jig
- pig
- wig
- fish
- wish
- dip
- hip
- lip
- tip
- rip
- lift
- sift

- left
- gift
- best
- nest
- rest
- past
- ship
- dish
- left
- felt
- settle
- little

- school
- ship
- sick
- spot
- ice
- Indian
- ink
- dear
- dish
- don't
- drop

(6) foxes, dishes, wishes, beaches, buses, bunches, kisses  
(7) windy — win, wind, in  
spotty — spot, pot  
dishes — is, he, dish, she  
think — ink, thin, in

hotter — hot, otter  
digging — dig, in  
sickly — sick  
Indians — in, an, India

### C

- He got it as a gift.
- Do not put the hot dish on the table.
- Jill will dig a big hole.
- Bob was a sick boy.



5. Watch the second letter as you write these words in alphabetical order.  
(a) spot, school, ship, sick (c) dish, don't, dear, drop  
(b) Indian, ice, I'll, ink

When a word ends in **s, z, x, sh** or **ch**, add **es** to make it mean more than one.  
**church, churches**      **box, boxes**

6. Add **es** to make these words mean more than one:  
fox dish wish beach bus bunch kiss  
7. Write the little words you see in  
windy spotty dishes think  
hotter digging sickly Indians

### C

## WORD WIZARD

1. Scrambled Sentences.

The words in each group will make a sentence if you put them in the right order.

Make them into sentences.

- gift it a He got as (b) not hot Do dish the
- dig Jill hole a put on the table
- will big (d) Bob sick a was boy

Did you put a period after each sentence?

# UNIT 5

## OBJECTIVES

- Short Sound of -u
- Syllables
- Doubling Final Consonants
- Adding s to Doing Words

Note: A test-study-test approach is recommended.

# 5

until	dust	pink	summer
uncle	number	begin	Sunday
unhappy			upset
Don't forget:	much	dinner	

Lift your pencil after each up and down stroke.

v w x y z wave dizzy

## A

### WORD WISE

1. Go up the ladder.

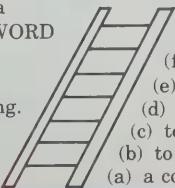
Write a

LIST WORD

for

each

meaning.



(g) not happy

(f) your mother's brother

(e) a day of the week

(d) the hot time of the year

(c) to start

(b) to turn something over

(a) a colour

## B

### WORD WATCH

The short -u sound (ü) is heard in the word sun.



1. Say the LIST WORDS. Write nine LIST WORDS that have a short -u sound.

A syllable is a word or a part of a word.

In a syllable we hear only one vowel sound.

wind — one syllable      be gan — two syllables

2. Say the LIST WORDS. Tap your finger for each vowel sound you hear in each word.
3. Write these words. Say them to yourself. Write the number of vowel sounds you hear. Do it like this:  
rabbit — 2.

camp	Canada	foxes	else
drop	supper	upset	Indian

## IDEAS FOR PRESENTATION

Write the List Words on the board using coloured chalk for the short u's. Practise the pronunciation of each word several times with the class. Use each word in context, showing multiple uses and meanings, as

**dust**

- Dust the room
- dust on the floor

**much**

- much bread
- How much?

The word part **un** can change the meaning of a word: **happy, unhappy; done, undone.**

Point out the capital letter in **Sunday**. Show the two small parts. Show some phonetic features, as

- -ng sound of **n** in **uncle** and **pink**. Recall **ink**.
- **er** in **number, dinner**, and **summer**
- double consonants in **dinner, summer, unhappy**
- short -i sound spelled **e** in **begin**
- **ch** digraph in **much**
- **st** blend in **dust**

At this stage in the study of spelling, the phonic clues are very useful. Most of the words used by Grade 3 pupils in their writing have parts that are spelled true to sound. Visual images of words are supported strongly by the phonics. The habit of looking discriminately at words to see what letters stand for the sounds is a major objective in the teaching of spelling.

## ACTIVITY AIDS

### A WORD WISE

Guide the children through A(1) while the words are presented. What other meanings could they add to the rungs of the ladder?

### B WORD WATCH

The Word Watcher draws the children's attention to the short sound of -u. Drill the short -u sound with words like **up, butter, fun, luck, such, bunk, cut**. Always relate the vowel sound to its key word — short sound of -u as in **sun**.

A review of the short vowels will reveal any weaknesses before proceeding to other vowel sounds. As these words are dictated, have pupils place them under the proper short vowel headings on the board: **limp, lamp, lump, ten, tin, tan, hum, him, ham, bid, bed, bud, Tom, Tim, tam, mast, must, mist, band, bond, bend, cot, cut, cat**. After the pupils have shown an awareness of the short -u sound, have them complete B(1).

**B(2), (3), (4)** Teach inductively the definition of a syllable. For some primary pupils the term "word part" is preferable. At this point the pupils are not required to separate words into syllables but simply to develop awareness of word rhythms and vowel sounds. Guide the children to see that in a word like **else**, the final e is silent and so they should not merely "look" at the word to determine the number of syllables.

Rather, they should say the words and listen to the number of syllable sounds heard. After oral development of the activities, have the pupils write them.

**B(5)** stresses the doubling of the final consonant. The general rule on this point is sufficient at this time. In later grades pupils will meet some exceptions. Do not labour the rule; simply alert the pupils to the doubling of the final consonant in words such as **begin**, **upset**, and **forget**. Work through the activity with the children orally, having them spell out the words they formed.

## C WORD WIZARD

The activity in this section helps to

4. How many syllables? Write the word for each picture. Then write the number of vowel sounds or syllables you hear. Do it like this: **candy** — 2.



5. Remember: Some words double the final consonant before adding **ing**. Some do **not**.

(a) Double the final consonant before you add **ing** to

begin  
bud  
upset  
hop  
forget

put  
get  
run  
dig

(b) Do not double the final consonant. Just adding to

help  
fix  
dust  
work  
ask

blow  
bring  
count  
back  
rest

## C

## WORD WIZARD



When **s** is added to a naming word, the new naming word means more than one.  
**cat** — **cats**

When **s** is added to a doing word, the new doing word does not mean more than one.  
**begin** — **begins**

1. (a) Add **s** to

uncle      bring      give      gift  
Sunday      dinner      ask      send

(b) Read the words you have written. Think about what each word means. Underline the words that mean more than one.

establish the distinction between the addition of **s** to nouns and to verbs. Work through the activity with the pupils, then have them write the words. Which words mean more than one? Which do not mean more than one? Guide the pupils to see that the words that they underline are the naming words.

## PROVIDING FOR INDIVIDUAL NEEDS

1. **Creative Writing:** Have the pupils write about their sensory impressions of weather. Let them take one form of weather — wind, fog, rain, sun, cloud, etc., and think

about sights, sounds, feelings, smells, tastes connected with it. Encourage them to write one sentence for each sense impression of a particular form of weather.

## 2. Handwriting and Speech Practice:

(a) Review the formation of letters practised so far: **c**, **a**, **d**, **b**, **p**, **e**, **o**, **g**, **q**. Provide words using the letters for pupils to write: **cabbage**, **question**, **peep**, **paper**, **goad**.  
(b) Provide further practice in proper pronunciation of the **short -u** sound. Have pupils pay attention to initial and final consonant sounds: **bun**, **fun**, **cup**, **pup**, **bus**, **hut**, **jut**.

## 3. Phonics:

Have pupils read these multisyllabic short-vowel sounds and circle the vowels they hear: **cabin**, **salad**, **solid**, **tablet**, **velvet**, **visit**, **rapid**.

## DICTATION SENTENCES

1. See the **pink** dress.
2. The car **upset**.
3. My **uncle** left after lunch.
4. It will **begin** to snow soon.
5. This is a good **dinner**.
6. **Dust** the chairs.
7. We work **until** noon.
8. Has he **much** candy?
9. It is a hot **summer**.
10. Come back on **Sunday**.
11. The **unhappy** girl went home.
12. A **number** of boys were late.

## ANSWERS

### A

(1) (a) pink (b) upset (c) begin (d) summer (e) Sunday (f) uncle (g) unhappy

### B

(1) until, unhappy, uncle, dust, number, summer, Sunday, upset, much  
(3) camp — 1, Canada — 3, foxes — 2, else — 1, drop — 1, supper — 2, upset — 2, Indian — 3.  
(4) baby — 2, pig — 1, basket — 2, tree — 1, zebra — 2, window — 2  
(5) (a) beginning, budding, upsetting, hopping, forgetting, putting, getting, running, digging  
(b) blowing, bringing, counting, backing, resting, helping, fixing, dusting, working, asking

### C

(1)(a) **uncles**, **brings**, **gives**, **gifts**, **Sundays**, **dinners**, **asks**, **sends**

# UNIT 6

## 6

1	add bath Canada	ask past	afternoon half	camp began
2	end rest	else send	felt basket	left sang
3	drop rock	fox robin	soft nest	pond next
4	ink gift hot	Indian sick	dish dig	ship spot
5	uncle number begin	unhappy summer	upset Sunday	dust pink until

### CHECK-UP

- Now is the time to check your problem words in Units 1-5. Make a list of these special study words. Write them in alphabetical order.
- When you print, make all capital letters touch the top and bottom lines.

Canada      Sunday

## A

### WORD WISE

- Write a LIST WORD for each meaning.
  - our country  
(Look in Group 1.)
  - opposite of right  
(Group 2)
  - a present (Group 4)
  - a home for a bird  
(Group 3)
  - a part of something  
(Group 1)
  - a part of a day  
(Group 1)
  - opposite of well  
(Group 4)
  - opposite of winter  
(Group 5)

### OBJECTIVES

- Review
- Making Compounds

Note: The activities in this Review Unit may be completed in four teaching periods.

### SKILLS REVIEWED

#### WORD MEANING

Matching words to meanings      A(1)

#### WORD ANALYSIS

Compounds B(3)      B(3)

Multisyllabic words B(6)      B(6)

Root words B(7)      B(7)

#### PHONETIC ELEMENTS

Phonetic patterns      B(1), (2)

Substituting vowels      B(4)

Sounds of -o      B(5)

#### LANGUAGE SKILLS

Putting words in past (before)      C(1)(b)

tense      C(1)(c)

Writing sentences

**B****WORD WATCH****Word Detective**

1. Look in the LIST WORDS and write
  - three words that always start with a capital letter (Groups 1, 4, and 5)
  - one word that begins and ends with the same letter (Group 2)
  - four words that have double letters (1 and 5)
  - two words that end in silent -e (2 and 5)
  - a word in Group 2 that rhymes with a word in Group 3
  - three words that have three vowels each (1, 4, 5)
  - one word that has four vowels (1)
  - two words that have a -ks sound spelled x (3)
  - two words that end in ft (2 and 3)
2. Write two LIST WORDS for each short vowel sound. Put this mark (~) over each short vowel.

**Word Builder**

3. Make longer words. Join a word on first base with a word on second base. (Some words may be used more than once.)

**Second Base****First Base**

4. Make new words. Change the vowel. Do it like this: truck — track  
rack sand shop sing fix and hat dog sick

**ANSWERS****A**

- (a) Canada (b) left (c) gift (d) nest (e) half (f) afternoon (g) sick (h) summer

**B**

- (a) Canada, Sunday, Indian (b) else (c) add, afternoon, unhappy, summer (d) else, uncle (e) rest, nest (f) Canada, Indian, unhappy, (g) afternoon (h) fox, next (i) left, soft (2) Accept any 2 words in each group. (Answers will vary.) (3) afternoon, Sunday, sunset, sunroom, helpless, upset, upon, bathroom, bedroom (4) rack — rock; sand — send; shop — ship; sing — sang, song, sung; fix — fox; and — end; hat — hit, hot, hut; dog — dug; sick — sack, sock, suck

- (5) do, go; does, goes

- (6) began, basket, robin, uncle, upset, number, begin, summer, Sunday, until (7) ship, send, fox, dust, dish, drip, dig, upset

**C**

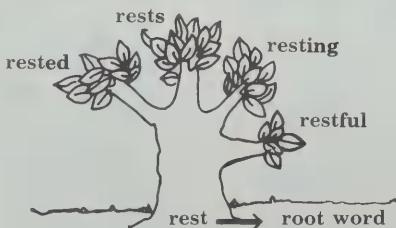
- (1) Answers will vary.

- Write do and go. Say them to yourself. Add es to each word. Say the new words. Listen to the vowel sounds.
- Write ten LIST WORDS with two syllables. (Count the number of vowels you hear.)



We add endings to some words.  
ask — asks, asked, asking  
We call ask the root word.

- If rock is the root word of rocked and hop is the root word of hopping, what are the root words of shipped      sending      foxes      dusted  
dishes      dripped      digging      upsetting



## C

### WORD WIZARD

- (a) Read these words:  
paint      help      dish      ask  
dust      rock      wait      rest
- (b) Pick any four of these words and make them mean Before.
- (c) Write sentences to show the Now and Before meanings of each of the four words you chose. Do it like this:  
Every spring he paints his house.  
Last year, he painted his house in May.

## PROVIDING FOR INDIVIDUAL NEEDS

### 1. Handwriting and Speech Practice:

(a) As pupils practise the formation of **g** and **q**, help them to see the similarities and differences between the two letters.

(b) Help pupils in the correct pronunciation of **short -u** as they say these words: **cub, hub, rub, sub, tub, bud, cud, mud, bug, dug, hug, tug, gum, hum, sum, mum.** Pay attention to final consonant.

(c) Stress proper letter formation as pupils practise printing **c, a, d**.

(d) As pupils repeat these words with short vowels, let them pay attention to the final consonant of each word: **cab, dab, hat, pat, set, lap, pad, sad, lag, wag, fad, tab, jam, dam.**

**2. Phonics:** Give practice in visual discrimination by having pupils complete these activities:

1. Circle the word on each line that is the same as the first word

(a) **did: bib, big, dig, did**

(b) **bed: fed, dab, bed, dad**

(c) **dog: jog, bog, dog, bag**

(d) **dim: bin, dim, him, din**

(e) **lab: lad, dab, lag, lab**

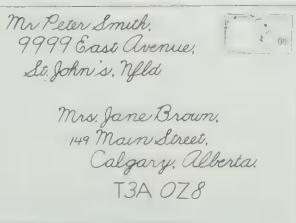
(f) **bet: bed, pet, bet, bat**

2. Write a word that rhymes with

(a) **add** (b) **past** (c) **camp** (d) **goes**

## Names

- Everyone has a name. Most people have a first name and a family name.  
Write the first and family names of:  
(a) your parents (d) your favourite hockey  
(b) your best friend player or TV star  
(c) your pets (e) your nicest neighbour
- Write the first and last names of ten people in your class. Check the names for spelling. Arrange the names in alphabetical order. If you write a telephone number beside each name, you will have your own telephone book.
- Streets and cities have names, too.



- (a) Write your name.  
(b) Write the name of your street and the number of your house or apartment.  
(c) On the next line write the name of your town and the name of your province.  
(d) If you know your postal code you can write it below the name of your town.  
Be sure you can spell all the names.
- Can you guess these names of famous people and things?  
(a) a hockey player (b) a part of Canada (c) a game (d) a famous person

rteeP lihovaMach  
fewNouldannd  
ediH dan keeS  
aSant auslC

## WORDSHOP Names

Some important writing skills could be built into this Wordshop. Capitalization of proper nouns and writing of addresses are two of the more important ones.

You may begin by giving the children a chance to study the page before starting a discussion of the activities. Develop the meanings of "first name" and "family name" as used in Activity 1. Have the pupils tell orally their first and family name. Get them to see that these names must be capitalized when they are written. Demonstrate on the board.

**Activity 2** further develops the skills introduced in Activity 1, but pupils are challenged to arrange the list alphabetically. The addition of telephone numbers gives pupils an idea of the arrangement of a telephone directory. What information does a real telephone directory have that their list doesn't?

**Activity 3** adds the information lacking from a true telephone book — the address. Let pupils see that the information they give tells where they live and is known as their address. What part does this play in letter writing?

**Activity 4** reminds pupils of the correct style related to capitalization and punctuation of addresses. Slower pupils may need help in matching names with famous persons. Help the children if they need help. What clues can help them put the names together?

# UNIT 7

## OBJECTIVES

- Multiple Meanings
- V-C-e pattern
- Long -a spelled a-e, ai, ay
- Changing y to i
- Past Forms

Note: A test-study-test approach is recommended.

## IDEAS FOR PRESENTATION

This Unit emphasizes the sound of long -a and its variant spellings.

Have the pupils read the words. Write them on the board, using coloured chalk for a-e, ay, and ai. Be sure to correct any faulty pronunciation of the words.

Dictionaries approve the pronunciation of ay in **always** and in days of the week as either **short -i** or **long -a**. The **long -a** pronunciation is used throughout this Speller.

The two smaller words in **birthday** will be easily seen. **Monday** and **always** are also compounds; they have been used for so

long that they have lost a letter. **Monday** was originally **Moonday** (recall **Sunday**), and an l has been dropped in **always**.

**Supper** and **puppy** both have **short -u** and double **p**. **Supper** has the **er** ending as in **summer**, **number**, and **dinner**. **Puppy** recalls the Grade 2 word, **happy**. Develop multiple meanings in **paint**, **wait**, **wave**, **plane** and **lame**. Use a dictionary to help pupils here.

## ACTIVITY AIDS

### A WORD WISE

**A(1)(a)** focuses on the multiple meanings of the word **plane**. Get pupils to see that other List Words also have more than one meaning. Help the children develop riddles for other such List Words. For (b) part, use coins and notes to show pupils that money could be in either form. Does money take any other form?

### B WORD WATCH

The Word Watcher points out to pupils that the **silent -e** at the end of a word usually makes the vowel preceding it **long**. Write the example word **cap** on the board and get the children to tell its spelling, pronunciation and meaning. Challenge them to change each of these aspects of the word by adding **silent -e** at the end.

Demonstrate that other short vowels are also affected by using the **final e**: **her**, **hid**, **dim**, **rob**, **hop**, **cub**, **hug**. Have the children suggest other short-vowelled words that could be changed in this way. (Do not discuss exceptions such as **live**, **love**, **have** at this time.)

**B(1)(a), (b)** develop the variant spellings of **long -a**. The **ai**, **ay** spelling was taught in Grade 2.

Write this sentence on the board: **"It may rain, Kate."** Have the pupils point out the words with **long -a** and the spelling of that sound in each. Reinforce this concept of the variant spelling of **long -a** by having pupils decide the spelling of **long -a** in these dictated words: **cage**, **lay**, **tail**, **main**, **became**, **clay**, **laid**, **pail**, **away**, **plane**, **same**, **say**.

**B(2), (3)** Help pupils read the instructions and have them complete the activities. Demonstrate on the board how the headings for B(3) are to be written.

**B(4)** demonstrates the use of the

# 7

paint	always	wave	puppy
wait	gray	lame	money
afraid		plane	Monday

Don't forget: supper birthday

Make your letters stand straight. Always go from top to bottom and lift the pencil each time.

A N M V W Y X No

### A

## WORD WISE

### 1. Riddles

(a) Sometimes you fly in me. Sometimes you make wood smooth with me. What LIST WORD am I?

(b) Sometimes I am made of paper. Sometimes I am made of metal. What LIST WORD am I?

### B

## WORD WATCH



A silent -e at the end of a word usually makes the other vowel long. **cap**: short -a      **cape**: long -a, silent -e.

1. (a) Write **same**. Say it to yourself. Write a LIST WORD that rhymes with **same**. Underline the silent e in each word.

(b) Write these words. Say them.

save              pay              cane

Write a LIST WORD that rhymes with each word.

The long -a sound may be spelled ai or ay.  
sail      say

2. Write seven LIST WORDS that have the long -a sound spelled ai or ay. Underline ai or ay.



diacritical marks for long and short vowels. Point out to the children how the marks are made and let them work independently.

**B(6)** focuses on the changing of y to i before adding es.

To demonstrate this skill write the following on the board, using coloured chalk for y and i:

city + es = cities

berry + es = berries

jelly + es = jellies

penny + es = pennies

Get from the children that the es form means **more than one**. After pupils have a grasp of the method of changing to plural words ending in y, dictate these words and have them write the plural forms: **bunny**, **funny**, **daisy**, **hobby**, **army**. Have

pupils complete B(6) independently.

### C WORD WIZARD

**C(1)** illustrates the inflection of verbs to show past tense. At this stage the present and past tenses are referred to as the **Now** and **Before Now** verb forms. Practice in the use of these forms may be given orally, using phrases specifying time, such as:

Now I \_\_\_\_\_

Today he \_\_\_\_\_

At this time \_\_\_\_\_

Yesterday \_\_\_\_\_

Last week \_\_\_\_\_

A long time ago \_\_\_\_\_

Recall the use of is and was, are and were.

**C(2)** Before pupils attempt this ac-

tivity, remind them that they should not write in their spellers.

## PROVIDING FOR INDIVIDUAL NEEDS

### Handwriting and Speech Practice:

(a) Let the pupils practise the formation of the letters i and j. Let them see the similarities and differences in the formation of the letters.

(b) Some pupils may have problems in enunciating the final syllable in the following words. Guide pupils in pronouncing the words carefully: **camel**, **devil**, **hospital**, **medal**, **model**, **panel**, **rascal**, **signal**, **tonsil**.

## DICTATION SENTENCES

1. We **paint** at school.
2. Wait for me.
3. Come on **Monday**.
4. I have a **puppy**.
5. The **plane** landed.
6. Stay for **supper**.
7. Help the lame girl.
8. **Wave** to Father.
9. Ride the **gray** horse.
10. **Always** be on time.
11. Did you get **money** for your **birthday**?
12. Jane was not **afraid** to jump.



3. Write these long -a headings:

a with silent -e	ai	ay
game	brave	brain
tail	gate	Sunday
play		say
		wait
		aim

### Word Detective

4. Write these words and say them. Mark each a either long (-) or short (—).  
man play wait  
tail ate
5. Write the two LIST WORDS that have the same double letters.

To make some words ending with y mean more than one, change y to i and add es.  
**baby** — **babies**

6. Make these words mean more than one:  
**puppy** **fly** **candy** **pony** **fairy** **party**

## C

### WORD WIZARD

1. Read these sentences about things happening **now**.  
(a) We rock the baby. (d) She is dropping it  
(b) We are leaving town. on the floor.  
(c) They dust the desks. (e) He is waiting for you.  
Write the sentences and make them happen before.

2. Silent -e Word Puzzle

- (a) birthday food \_\_\_\_\_ e
- (b) Mike, Joan, Smith \_\_\_\_\_ e
- (c) a very large pond \_\_\_\_\_ e
- (d) something you fly \_\_\_\_\_ e
- (e) wish \_\_\_\_\_ e
- (f) the colour of snow \_\_\_\_\_ e
- (g) a shop \_\_\_\_\_ e

## ANSWERS

### A

(1) (a) plane (b) money

### B

(1) (a) same, lame, (b) save, wave, cane, plane; pay, gray  
(2) paint, wait, afraid, always, gray, Monday, birthday  
(3) **a** with silent -e — game, brave, gate  
**ai** — tail, aim, brain, wait  
**ay** — say, Sunday, play  
(4) mān, tāil, plāy, wāit, āte  
(5) puppy, supper  
(6) puppies, flies, candies, ponies, fairies, parties

### C

(1) (a) We **rocked** the baby.  
(b) We **were** leaving town.  
(c) They **dusted** the desks.  
(d) She **was** dropping it on the floor.  
(e) He **was** waiting for you.  
(2) (a) cake (b) names (c) lake (d) plane (e) hope (f) white (g) store



these words may be used: **slept, sleep; fell, feel; bet, beet, beat; best, beast; set, seat; bed, bead.**

## C WORD WIZARD

Demonstrate how the children are to complete C(1) by working through the following example with them:

### There was an Old Man from Orleans

**Who every day had pork and rice**  
Pupils will readily see that in order for the couplet to rhyme, **rice** at the end of line 2, should be changed to another word. Let them suggest as many words as they can think of that will complete the rhyme. Select the most appropriate to complete the couplet. You may want to have

## Word Detective

2. Look, listen, and write
  - (a) ten LIST WORDS having four letters but only three sounds
  - (b) two pairs of rhyming LIST WORDS
  - (c) the LIST WORDS that rhyme with mail meat away dear made
  - (d) four long -a LIST WORDS

The long -e sound (ē) may be spelled ea or ee.  
leaf and meet

3. (a) Write the long -e LIST WORDS. Underline the vowels that spell the long -e sound.  
(b) Write at least five other long -e words you know.

## C

## WORD WIZARD

1. The last words in these rhymes do not fit. Write each poem and use a new last word that will rhyme.
  - (a) When the water is deep, Out of it we stay.
  - (b) At night when he dreams, So funny it is.
  - (c) On such a wet day, Inside you should be.
  - (d) This plant is a weed, But it still has a leaf.
2. Where is . . . ?

Where  
is  
Joe?

He is out in the  
snow.

Where  
is  
Sue?

I know where.  
Do you?

Make up three more "Where is . . . ?" rhymes. Use the names of your friends.

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pupils complete the poem using a limerick format.

## PROVIDING FOR INDIVIDUAL NEEDS

**1. Creative Writing:** Encourage the children to write sentences about being caught in a rainstorm. Discuss the "sound", "sight" and "feeling" words that could be used in these sentences. If they wish, the pupils could draw pictures to illustrate their stories.

**2. Handwriting and Speech Practice:**

(a) Show the pupils how to form the letters f and t. Let them see that

these letters are similar in formation and that the t is not as tall as the f.

(b) Help pupils explore stress in the pronunciation of words by having them accent the correct syllable in these words: **can'yon, lem'on, ba nan'a, cal'en dar, al'bum, chest'nut.**

**3. Phonics:** Give the children practice in working with **r-blends** by having them carry out these activities:

1. Write other words beginning with the same blends as these words: **trim, bring, drum, from, grab, prop.**
2. Substitute **r-blends** for the beginning consonants: **win, lag, lip, dig, cab, tot.**

## DICTION SENTENCES

1. Is Tom **pleased**?
2. The **deer** eats leaves.
3. We will **stay** with her.
4. **Meet** me here.
5. Please set the **table**.
6. May I **sail** the boat?
7. Jane lives **near** me.
8. The boy seems **sick**.
9. A **week** is seven days.
10. I feel the **rain**.
11. This is **grade** three.
12. Do not leave your **seat**.
13. See the **leaf** fall.

## ANSWERS

### A

(1) Suggested matching: tree — leaf; boat — sail; school — grade; year — week; forest — deer

(2) (a) week (b) meat (c) deer

### B

(1) leaves, halves, loaves, shelves, selves

(2) (a) seem, meet, feel, week, deer, leaf, near, seat, sail, stay

(b) deer — near, seat — meet

(c) mail — sail, meat — seat or meet, away — stay, clear — near or deer, made — grade

(e) grade, table, stay, sail

(3) (a) seem, meet, feel, week, deer, leaf, near, seat, pleased

(b) Answers will vary.

### C

(1) Suggested rhyming words:

(a) weed — seed (b) dreams — seems

(c) day — stay (d) deep — keep

(2) Answers will vary.

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# UNIT 9

## OBJECTIVES

- Long -o Spelled o-e
- Sound of oi, oy
- Adding er to Root Words
- Picture Words

Note: A test-study-test approach is recommended.

# 9

hole	oil	joy
rope	point	enjoy
rode	pointer	rose

Looking back: hope keep reader

As you print, make all the capital letters touch the top and bottom lines.

P P B R D U J Pat

## A

### WORD WISE

#### 1. Word puzzle

In your workbook, write a LIST WORD for each meaning.

(a) a mouse's home	(e) happiness
(b) a flower	(f) went for a ride
(c) wish for	(g) a stick
(d) thick cord	

## B

### WORD WATCH



The long -o sound (ō) is heard in the word rose. A silent -e at the end gives the other vowel a long sound.

#### 1. Write these words. Mark each o either long (ō) or short (ō).

hole	robin	got	hope
rod	rode	pond	drop
cold	clock	hop	rose

The vowel sound of oi and oy is heard in the words join and boy.

- Write the LIST WORDS that have oi or oy.
- Write at least five other words you know with the -oi or -oy sound.

### Word Detective

- Write these headings: long -a      long -o

## IDEAS FOR PRESENTATION

Let the children look at the List Words and challenge them to group the words in any logical manner. Discuss the groupings suggested and point out that a criterion for grouping could be the vowel sound of the words.

Stress the meanings as well as the spellings of all the List Words, paying attention to **rode** and **whole**. Get pupils to suggest the sound-alikes **road**, **rowed** for **rode** and **whole** for **hole**. Have all these words used in context. Point out **er** in **reader** and **pointer**.

Elicit pupil-suggested context to

show multiple use of List Words. For example:

### reader

- Collect the **readers**.
- He is a good **reader**.

**hole**

- a deep **hole**
- a **hole** in your pocket

**rose**

- a red **rose**
- He **rose** to his feet.

Ask for Now and Before Now forms of the verbs in the List, and write them on the board. How is the spelling of **ride** changed to make **rode**? What happened to **silent -e** in **hope** when we added **ed**? Notice the sounded e in **pointed**.

## ACTIVITY AIDS

### A WORD WISE

**A(1)** develops the meanings of some of the List Words. You may conduct the activity as a quiz during the word presentation. Get pupils to see that clues developing other meanings could be used for identifying **rose**, **hope**, **pole**, etc.

### B WORD WATCH

The Word Watcher demonstrates that the long -o sound could be spelled o-e. The five words in group (a) of the presentation clearly demonstrate the o-e spelling of the long -o sound. The **ow** and **oa** spellings will be discussed in Units 28 and 29. How is the long -o sound spelled in **go** and **old**?

When pupils have distinguished between the short -o and long -o words in the following list, demonstrate the use of the macron: **hop**, **rod**, **not**, **rob**, **cod**, **got**; **hope**, **rode**, **note**, **robe**, **code**, **go**. Point out to pupils that in each of the List Words with long -o spelled o-e the long -o sound is in the middle of the word. Read these words and have the pupils identify the long -o sound in the middle of each: **wrote**, **shone**, **alone**, **hose**, **lone**.

**B(2)** calls attention to words with the -oi sound spelled **oi** and **oy**.

Recall two consonants making a single sound, as in **dish**, **sang**, and **bath**. The vowels **o** and **i**, and **o** and **y** together form a single sound which is different from the sound of either. They form a vowel digraph, or diphthong. For practice in recognition of this sound have pupils raise their hands when they hear it in the

following word groups: **joy, jay, just; bail, ball, boil; point, paint, plant; all, oil, bowl; boys, jaws, crows.**

Demonstrate how pupils should arrange the headings and let them complete B(2)(a). You may have pupils complete the (b) part at the same time.

**B(3)** reviews the long sound of **a** and **o**.

**B(4)** Demonstrate the functions of the ending **er**. Point out that this ending makes many words mean "one who" or "that which". A teacher is one who teaches. A pointer is something that points. Show this meaning in the words made in the exercise, and have them used in sentences.

## C WORD WIZARD

**C(1)** introduces the children to describing words which provide building material for more interesting sentences.

**C(2)** Encourage the pupils to use the words that express their ideas best. They may consult the word lists at the back of their Speller, or they may ask the teacher for help in spelling the words.

**C(3)** refers pupils to the word tree as demonstrated in Unit 6. Use the word **tree** to show pupils how words grow from the root word, and let them attempt making a word tree with the root word **joy**.

Put each word under the right heading:

grade	table	rose	plane
hope	rode	wave	rope
hole			lame



## Word Builder

4. Make new words. Add **er** and **ing** to these root words.  
point                    keep                    paint  
read                    wait                    rock

## C

## WORD WIZARD

1. (a) Match the words in the box with the words which name things.

Do it like this: **round ball**

red, long,  
deep, sharp,  
thick, round

Words that name things:  
ball, hole, rope,  
oil, pointer, rose

(b) Use each pair of words in a sentence.

2. Finish each sentence with a good reason.  
(a) Maria had wet feet because  
(b) Mother was sad because  
(c) The dog barked loudly because  
(d) The robins sang because  
(e) The children ran as fast as they could because  
3. How many words can you write using **joy** as a root word? (Don't forget the LIST WORD below **joy**.) Give yourself 5 points for each word you can write. You might want to draw a root word tree like the one on page 26.

4. Alphabet Soup  
How many words can you make with the letters in the soup? You may use each letter as many times as you wish.



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## PROVIDING FOR INDIVIDUAL NEEDS

**Creative Writing:** Introduce the pupils to descriptive writing. Have them write from memory or from pictures, sentences which tell what common animals look like. Encourage them to describe only the appearances of the animals — cat, dog, horse, etc. What words could they use to describe size, shape, colour, etc.?

## DICTIONATION SENTENCES

1. The fox lives in a **hole**.
2. **Point** to the right word.
3. We **rode** the pony home.
4. Put the **reader** back.
5. The **oil** is in that can.
6. We **hope** to come soon.
7. Hold the **rope**.
8. **Keep** to the right.
9. See the red **rose**.
10. Use the **pointer**.
11. We **enjoy** the sun.
12. Tom jumped for joy.

## ANSWERS

### A

(1) (a) hole (b) rose (c) hope (d) rope  
(e) joy (f) rode (g) pole

### B

(1) hōle, rōbin, gōt, hōpe, rōd, rōde,  
pōnd, drōp, cōld, clōck, hōp, rōse  
(2) (a) oil, point, pointer, joy, enjoy  
(b) Answers will vary.

(3) **Long -a:** grade, table, plane,  
wave, lame

**Long -o:** hope, hole, rode, rose, rope  
(4) paint, painter, painting; point,  
pointer, pointing; rock, rocker, rock-  
ing; wait, waiter, waiting; read,  
reader, reading; keep, keeper, keep-  
ing

### C

(1) (a) round ball, long rope, deep  
hole, sharp pointer, red rose, thick  
oil

(b) Answers will vary.

(2) Answers will vary.

(3) enjoy, enjoys, enjoyment, en-  
joyed, enjoyable, enjoyably, enjoy-  
ing, joys, joyful, joyfully, joyless,  
joyous, joyously, joyfulness, joyous-  
ness, joylessness, joylessly, unenjoy-  
able

(4) Answers will vary.

# UNIT 10

## OBJECTIVES

- Long -i Spelled i-e
- Dropping Silent -e
- Silent -k and -w

Note: A test-study-test approach is recommended.

# 10

hide	fire	smile
pipe	write	dime
line	knife	wrote

Remember: note eye four

Start the letters in the same place.

*word card*

### A

## WORD WISE

1. Climb down the ladder. Write a LIST WORD for each meaning. (You will use each word twice.)

- (a) something a man smokes
- (b) something you hear in music
- (c) something that is hot
- (d) something that brings water to the tap
- (e) something a hunter does to a gun
- (f) something made with a pencil
- (g) a row
- (h) something you write

### B

## WORD WATCH



The long -i sound (ī) is heard in the word *kite*.

*WST, JOHN*

1. Write long -i rhyming words for  
wife mine while wide  
ripe tire white time



## Word Detective *SILENT LETTERS*

2. Keep your eyes and ears open.  
(a) Write *knife*, *write*, and *wrote*. Say the words. Underline the silent vowels and consonants.

fore Now form of **hide**.

Pupils will notice the many silent final -e's. Draw attention to the silent -w in **write** and **wrote** and list pupil-suggested words beginning with wr: **wren**, **wreck**, **wrap**, **wring**, **wrench**, **wrinkle**. Point out also the silent -k in **knife**, and list words such as **kneel**, **knob**, **know**, **knot**, **knight**, **knit**, **knock**.

A new s-blend is met in **smile**. How many sounds do you hear in this word? Other sm words are **smart**, **small**, **smell**, **smock**, **smoke**, **smooth**.

## ACTIVITY AIDS

### A WORD WISE

**A(1)** Have the pupils work during the word presentation. Challenge them to use other List Words with multiple meanings in the same way.

### B WORD WATCH

The Word Watcher demonstrates the i-e spelling of long -i sound as in **kite**. The long sound of i may be spelled in various ways, as in **eye**, **child**, **pile**, **try**, **night**. To show how e makes a short -i long, use **fin**, **hid**, **bit**, **pin**, **dim**, **rip**, **slid**: **fine**, **hide**, **bite**, **pine**, **dime**, **ripe**, **slide**.

An oral drill to encourage distinct enunciation of vowel sounds can be done with the following: **slight**, **slate**, **sleet**; **bite**, **beet**, **bait**; **wheel**, **while**, **whale**; **fight**, **feet**, **fate**; **weed**, **wade**, **wide**; **bake**, **bike**, **beak**. Individual pupils might read the words aloud, and other pupils tell the long vowel sounds they hear.

When the pupils have completed the oral activity, let them report any words in which long -i was spelled differently from the i-e pattern.

**B(2)(a)** reviews silent letters and (b) points out the irregular spelling of long -i in **eye**.

**B(3)** reviews the formation of the plural forms by adding es and s, and by changing f to v before adding s to **knife** and **wife**. Compare to the formation of plurals of **calf** and **half** (changing f to v and adding es).

**B(4)** reinforces in pupils the part that the silent -e plays in making a medial vowel long. The activity could be done orally by pupils.

**B(5)** The dropping of silent -e before adding ing to root words is demonstrated. This skill was first developed in the previous grade and is retaught here. Use these words on

the board to demonstrate: **note + ing** = **noting**; **rise + ing** = **rising**. Pupils may note that the long vowel sound is retained in derivatives like **hiding**, **noted**, **writer**, even though the silent **-e** in the root word has been dropped. Have the children complete the activity on their own.

## C WORD WIZARD

**C(1)** points out the spellings of common units of currency. Combine this activity with having the pupils see the actual currency as they work.

**C(2)** reviews the use of capital letters in writing important words in titles. Provide a collection of books and have the pupils note the part capitals play in their titles.

Help pupils discover the words in a title that are considered "important".

## PROVIDING FOR INDIVIDUAL NEEDS

### 1. Handwriting and Speech Practice:

- Give pupils time to practise the formation of **v**, **w** and **x**.
- As pupils say the following words let them think about the part the mouth plays. Let them pay attention to the pronunciation of the final blends: **weld**, **gift**, **lift**, **loft**, **self**, **bulk**, **milk**, **tilt**, **camp**, **pomp**, **and**, **band**, **fond**, **hand**, **pond**.

(b) Write the LIST WORD that has a long **-i** sound but has no **i**.

## Word Builder



- Make these words mean more than one. Be careful with the first two.  
fox peach tire pipe note
- Words like knife usually change **f** to **v** and add **s** to mean more than one. Write wife.  
Make it mean more than one. **WIVES**
- Add **e** to these words to change the vowel sounds. Write and say the new words.

hop	kit	bit	mad
rod	not	hat	cap
tap	tub	at	dim

When you add **ing** to a word that ends in silent **-e**, drop the **e** before adding **ing**.  
**ride**      **riding**



- Add **ing** to:  
hide **hiding** live      line      smile  
write **writing** bite      love      wave  
fire **fire**                store

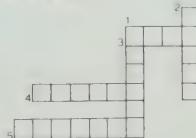
## C

## WORD WIZARD

1. Money Puzzle (Don't write on this page.)

Down      Across

- \$1.00
- (3) ten cents
- one cent
- (4) five cents
- (5) twenty-five cents



- Titles for books or stories need capitals for all the important words, like **Spelling in Language Arts**. Correct these titles:  
(a) the stolen treasure      (d) clever sam  
(b) the end of our trip      (e) worms for sale  
(c) how to make gifts      (f) the best of enemies

**2. Phonics:** Give the pupils time to work with these final blends: **ld**, **ft**, **lf**, **lk**, **lp**, **mp**.

- Have them write two words for each blend.
- Let them add final blends to these word parts to make words: **ba**, **so**, **to**, **fo**, **go**, **ju**, **gi**.
- Write the first five List Words in alphabetical order.
- Put in the vowels to make the words fit.

1lke to rde my pony. One day I rde too fast and I fll off. The fll broke my leg.

## DICTION SENTENCES

- We played **hide** and seek.
- Write your name here.
- Please wait in **line**.
- We **smile** when we meet.
- She **wrote** a letter.
- The **knife** was lost.
- He **lights** his pipe.
- Have you a **dime**?
- I want **four** books.
- Read the **note**.
- Shut one **eye**.
- The **fire** is out.

## ANSWERS

### A

(1) (a) pipe (b) note (c) fire (d) pipe (e) fire (f) line (g) line (h) note

### B

(1) wife — knife, mine — line, while — smile, wide — hide, ripe — pipe, tire — fire, white — write, time — dime

(2) (a) knife, write, wrote, (b) eye

(3) (a) foxes, peaches, tires, pipes, notes (b) wife — wives

(4) hop — hope, kit — kite, mad — made, rod — rode, bit — bite, hat — hate, cap — cape, not — note, tub — tube, at — ate, tap — tape, dim — dime

(5) hide — hiding, live — living, line — lining, smile — smiling, write — writing, bite — biting, love — loving, wave — waving, fire — firing, store — storing

### C

- Down: dollar, penny  
Across: dime, nickel, quarter
- (a) The Stolen Treasure  
(b) The End of Our Trip  
(c) How to Make Gifts  
(d) Clever Sam  
(e) Worms For Sale  
(f) The Best of Enemies

# UNIT 11

## OBJECTIVES

- Long -u spelled u-e
- Suffix ful
- Dropping e before er

Note: A test-study-test approach is recommended.

# 11

used	cube	hour
useful	huge	does
Tuesday	tube	dry

Remember: child use cute

As you write g and q, make the down stroke straight. Put the loop on the proper side.

## A

### WORD WISE

1. Climb the stairs. Write a LIST WORD for the meaning on each step.

- (d) a day of the week
- (c) very large
- (b) pretty
- (a) a part of a day

## B

### WORD WATCH



The long -u sound (ü) is heard in the word cube.

1. Write the headings: Long-u Short-u  
Say these words, then put each word under the right heading.

uncle	cute	music	summer
using	huge	until	Tuesday
scrub	puppy	tube	cut



A suffix or ending is a word part added to a root word. The suffix ful means "full of".  
hope — hopeful

2. Add ful to these words. Then write a meaning for each new word.

use	joy	help
rest		play

## IDEAS FOR PRESENTATION

Pronounce the List Words carefully for the class. The long sound of -u should be given its full value. See that pupils do not curtail it to a long-oo in **Tuesday** and **tube**. Context decides how **use** is pronounced: **Use the books. What's the use?** Ask the pupils what has been added to **use** to make **used**. Write on the board **use + ed = used**. Cross out the silent -e that was dropped. Teach **does** from a structural point of view also.

Point out the **silent-h** in **hour**, and **ou** as in **found**. This **ou** spelling will be taught more fully in Unit 27.

## ACTIVITY AIDS

### A WORD WISE

**A(1)** Have pupils complete the activity orally while word meaning is being developed in the presentation. Encourage them to make up word ladders using meanings from other List Words. They may then exchange their word ladders for other pupils to identify the words.

### B WORD WATCH

The Word Watcher points out the long -u sound heard in the word **cube**. Recognition and proper pronunciation of the long -u sound may be drilled by having pupils read the following words aloud: **cute, cube, use, dues, few, tool, boot, tube, fuse, Tuesday, mew, tune**. The following words on the chalkboard will show how the **final-e** often gives **u** a long sound: **cut, hug, tub, cub, us: cute, huge, tube, cube, use**. Encourage the pupils to use the macron to indicate on the board the long sound of **u**. Show pupils how to arrange the headings for the activity, then let them complete it independently.

**B(2)** The term "suffix" is introduced. Draw the children's attention to the Word Watcher's instruction and have them read it. Point out to them that a suffix adds to the meaning of a word. Use the examples **hope** and **hopeful** to point out this fact. Since **ful** means "full of", the word **hopeful** means "full of hope". Get pupils to see that **ful** has only one l. Recall the dropping of the silent -e when adding suffixes such as **ing** and **er**, which begin with a vowel:

**use + ing = using**

**tune + er = tuner**

Compare these examples with

**use + ful = useful**

**tune + ful = tuneful**

Pupils will see that **e** is not dropped before **ful**. Provide the pupils with these words orally: **care, cheer, pain, thank, faith**. Have them write the words on the board with the suffix **ful**.

**B(3)** demonstrates the fact that not all vowels in words are sounded. You may want to complete this activity orally with pupils. Copy the headings on the board and dictate the words. The children will indicate the vowels in the words and those that are sounded. Have pupils write in

the information on the chart. The remainder of the WORD WATCH section reviews these skills:

**B(4)** Recognizing syllables in multisyllabic words.

**B(5)** Dropping silent -e before adding the suffix **er**.

## C WORD WIZARD

This activity focuses on expressing the present and past (Now and Before Now) verb forms. Point out to pupils the two ways in which the present form could be expressed. Point out the example for pupils and let them note the different forms. Provide the following words for them to change orally: **talk, bark, move, sail**. Remind them to pay attention to the silent -e in **move**.

Let the pupils proceed with C(1), working on their own.

## PROVIDING FOR INDIVIDUAL NEEDS

**1. Creative Writing:** Help pupils develop further in their ability to write descriptive stories. Provide them with pictures of both large and small animals. Let them study the pictures and note interesting features about the animals. Let them select any two animals and imagine they are combined into one. What features of each animal are retained? Challenge them to invent a name for the new animal.



## Word Detective

3. (a) We hear some vowels. Other vowels we only see. Look and listen as you say these words:

used	dry	cube	child
cute	felt	tube	tub
sick	wrote	robin	else

(b) Copy these headings.

Word	Vowels We See	Vowels We Hear
use	u, e	long -u (ü)

(c) Do the same with the other words. Be careful with **dry**.

4. Tap out the syllables in these words:

Tuesday	Monday	began	knife
useful	sail	until	dry

After each word, write the number of syllables you hear. To check, underline the vowels you hear in each word.



## Word Builder

5. Drop the silent -e as you add er to rule give pipe write love

## C

## WORD WIZARD

1. Wave, point, use, wait, smile, and fire are doing words when they tell what someone does. Draw this chart and write the headings.

	Now	Now	Before
wave	She waves	She is waving	She waved
point	I	I am	I
use	She	She is	She
wait	We	We are	We
smile	He	He is	He
enjoy	They	They are	They

Make the new words that mean **now** and **before** by adding s, ed or ing.

**2. Phonics:** Review the long vowel sounds with these activities:

1. Fill in the vowels to make **long -i** words: h\_d\_, r\_p\_, t\_m\_.
2. Write two rhyming words for each of these: **week, sail, meet, gray**.
3. Write the small words that you see in **Tuesday, use, cute, does**.

## DICTION SENTENCES

1. Cut the meat into **cubes**.
2. Use two knives to cut in the fat.
3. The **child** is well.
4. She **does** not cry.
5. This is a **useful** dish.
6. **Dry** the dishes well.
7. We **used** our new books.
8. See the **cute** kitten.
9. We will play for an **hour**.
10. Our dog is **huge**.
11. He came last **Tuesday**.
12. Our TV needs a new **tube**.

## ANSWERS

### A

(1)(a) hour (b) cute (c) huge (d) Tuesday

### B

(1) **Long -u:** using, cute, huge, music, tube, Tuesday

**Short -u:** uncle, scrub, puppy, until, summer, cut

(2) useful, restful, joyful, playful, helpful (Meanings will vary.)

(3) **Vowels**      **Vowels**

Word	We See	We Hear
used	u, e	long -u
cute	u, e	long -u
sick	i	short -i
dry	y	long -i
felt	e	short -e
wrote	o, e	long -o
cube	u, e	long -u
tube	u, e	long -u
robin	o, i	long -o
child	i	long -i
tub	u	short -u
else	e, e	short -e

(4) **Tuesday** (2) **Monday** (2) **began**

(2) **knife** (1) **useful** (2) **sail** (1) **until**

(2) **dry** (1)

(5) **ruler, giver, piper, writer, lover**

### C

(1) **Now** — point, uses, wait, smiles, enjoy

**Now** — pointing, using, waiting, smiling, enjoying

**Before Now** — pointed, used, waited, smiled, enjoyed

# UNIT

# 12

# 12

1	paint always plane	wait gray	afraid wave	Monday lame puppy
2	seem leaf pleased	meet deer	feel near	week seat sail
3	stay rose joy	hole oil	rope point	rode pointer enjoy
4	hide fire wrote	pipe write	line knife	smile dime
5	used huge dry	useful tube	Tuesday hour	cube does money

## CHECK-UP

- In your best handwriting, rewrite your mistakes in Units 7-11. Spell the words correctly. Can everyone read your writing?
- Pick a partner and trade the lists you made in question 1. Ask your partner to spell any word on the list he or she wrote. Take turns.

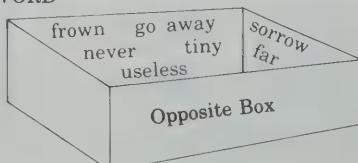
## A

## WORD WISE

### 1. The Opposite Box

Write a LIST WORD

that means  
the opposite  
of each word  
in the box.



## OBJECTIVES

- Review
- Changing y to i

Note: The activities in this Review Unit may be completed in four teaching periods.

## SKILLS REVIEWED

### WORD MEANING

Matching words with meanings C(3)

### PHONETIC ELEMENTS

Opposites	A(1)
Homonyms	A(2), (3)
Long vowel sounds	B(1)
Substituting vowels	B(6)
Phonetic patterns	B(4)

### STRUCTURAL ANALYSIS

Present and past tense	C(1)
Rhyming	B(2)
Alphabetical order	B(3)
Syllables	B(5)
Plurals	B(7)

### LANGUAGE SKILLS

Sentence writing C(2)

## ANSWERS

### A

(1) frown — smile, never — always, go away — stay, useless — useful, far — near, tiny — huge, sorrow — joy

(2) (a) meet (b) meat

(3) (a) sale (b) sail

### B

(1) **Long -a:** paint, always, plane, wait, gray, afraid, wave, Monday, lame, sail, stay, Tuesday (4)

**Long -e:** puppy, seem, leaf, pleased,

- Finish each sentence with the right word, meat or meet.
  - Shake hands when you \_\_\_\_.
  - At dinner we ate some \_\_\_\_.
- Finish each sentence with the right word, sail or sale.
  - Mother bought some shoes on \_\_\_\_.
  - My new boat will not \_\_\_\_.

## B

### WORD WATCH

#### Word Detective

- Write four LIST WORDS under each heading.

long-a	long-e	long-i	long-o	long-u
--------	--------	--------	--------	--------

- Write LIST WORDS that rhyme with
 

may	saint	same	save
feet	deer	tail	heat
boy	hose	sole	sour
time	bite	wire	my
- Write these words in alphabetical order.
  - pleased, pipe, enjoy, puppy, Tuesday
  - dime, wait, does, write, deer
  - fire, seem, feel, sail, smile
- Pick out the word in each group that doesn't belong.
  - paint, gray, afraid, leaf, wait
  - leaf, deer, near, seat, point
  - sail, lame, plane, used, wave
  - stay, seem, pleased, feel, week
  - oil, pointer, enjoy, point, hour

#### Word Builder

- Make new words. Change the middle vowel in each word: time — tame
 

line	rode	rose
wrote		ripe



meet, deer, feel, near, week, seat, money (4)

**Long -i:** hide, fire, pipe, write, line, knife, smile, dime, dry (4)

**Long -o:** hole, rope, rode, rose, wrote (4)

**Long -u:** used, useful, huge, tube, Tuesday, cube (4)

(2) may-gray, Monday, Tuesday, stay; saint-paint; same-lame; save-wave; feet-meet, seat; deer-near; tail-sail; heat-seat, meet; my-dry; boy-joy, enjoy; hose-rose; sole-hole; time-dime; bite-write; wire-fire; sour-hour

(3) (a) enjoy, pipe, pleased, puppy, Tuesday

(b) deer, dime, does, wait, write

(c) feel, fire, sail, seem, smile

(4) (a) leaf (b) point (c) used (d) stay (e) hour

(5) line-lane, lone, rode-ride, rude, rose-rise, wrote-write, ripe-rope

(6) (a) boys, keys, toys, rays, Tuesdays

(b) fairies, puppies, parties, skies, flies

## C

(1)(a) Now	Before
I hide	I was hiding
I am hiding	We were writing
We write	
We are writing	
(b) Now	Now
You smile	You are smiling
She waves	She is waving

## Before

You were smiling  
She was waving

(2) Answers will vary.

(3) (a) week (b) neat (c) tray (d) seat (e) train (f) joy (g) point (h) pail (i) stay (j) head



Words that end in y after a vowel add s to make them mean more than one.  
day — days

6. Make these words mean more than one.  
(a) boy key toy ray Tuesday Add s.  
(b) fairy puppy party sky fly  
Change y to i and add es.

## C

### WORD WIZARD

1. (a) Read these sentences:

I hide.	Now	We write.
I am hiding.	You	We are writing.
I was hiding.	She	We were writing.

Decide whether each sentence means now or before.  
Write each sentence under the correct heading.

Now                      Before

(b) Finish these now and before sentences using the words **smile** and **wave**.

Now	Now	Before
smile	You	You are
wave	She	She is
		She was

2. Finish these sentences telling when something happened.

(a) We did our best writing when  
(b) John heard the train whistle when  
(c) I took the baby for a walk when

3. The letters below will help you to think of the words that fit the meanings.

(a) seven days    \_ee\_  
(b) tidy    \_ea\_  
(c) something on which dishes are carried    \_ay  
(d) something to sit on    \_ea\_  
(e) remain    \_ay  
(f) happiness    \_oy  
(g) part of your body    \_ea\_  
(h) the sharp end of a pin    \_oi\_—  
(i) something used to carry water    \_ai\_

### PROVIDING FOR INDIVIDUAL NEEDS

1. **Creative Writing:** Have the pupils express their sensory awareness of weather in verse form. Ask them to think about some condition of weather they have observed and write a short verse about the moment. Encourage them to express the way they felt at the time. What styles, sounds, feelings, etc., can they associate with wind, rain, snow, sunshine, etc.?

#### 2. Handwriting and Speech Practice:

(a) Some pupils may still need some practice in printing. Encourage them to form these letters carefully: **r** and **s**.

(b) Often the sound of **u** is pronounced like **long -oo**. Help pupils overcome this problem by having them practice pronouncing these words correctly: **cube, duke, dune, fume, fuse, mule, mute, pure, cure, tube, tune**.

3. **Phonics:** Give pupils further practice in working with these blends: **sc, sk, sm, sn, sp, st, sw**. Have them complete these activities:

1. How many real words can you make by adding **s-blends** to these endings: **ab, am, in, ub, ug**.

2. Write **s-blend** words that rhyme with these words: **blend, him, tot, in, bun**.

## The Zoo

Some words you might want to use:

keeper	zebra	elephant	porpoise
cage	monkey	giraffe	rhinoceros
wild	yak	lion	hippopotamus



1. Is there a zoo or animal park near where you live? Have you ever been there? Write a story about a real or make-believe trip to a zoo. Tell what animals you saw.

2. Make up an alphabetical zoo. Try to write the name of an animal for each letter in the alphabet. Start like this: A — alligator B — bear C — camel

3. Match each animal with what it eats. Do it like this: tiger — meat

Animals  
 lion elephant  
 zebra bear  
 alligator monkey  
 giraffe seal  
 deer fox camel  
 hippo kangaroo

Foods  
 meat  
 fish  
 grass  
 fruit  
 hay  
 leaves



4. What is your favourite animal in the zoo? Try to find out as much as you can about that animal: where it lives, what foods it eats, how fast it can run, its colour, size, and so on. You might get help from your teacher or at the library. Make a booklet about your animal.

## WORDSHOP The Zoo

Before the children begin the activities in this Wordshop, make a collection of materials — both print and non-print. The suggested words listed in this Wordshop could be used as a starting point to get the children working individually or in groups. Challenge the pupils to read the words and to give any information they may have on the animals. Could they recognize them in the illustration?

**Activity 1** For those pupils who have never been to the zoo, the illustration could be studied. Or you may want to provide them with a film, filmstrip or pictures to help them experience such a trip second-hand.

**Activity 2** could be done with pupils working in groups. Brainstorm with the class as a whole to develop a list of animals — one for each letter of the alphabet. Divide the class into groups and have each group select a number of animals to illustrate. Members of the groups illustrate chosen animals and write a sentence telling about it. The drawings could be put together to form a booklet or they may be displayed in an "Alphabet Zoo" display.

**Activities 3, 4** Pupils may need the help of resource materials. If you have not exposed your pupils to making a simple outline, now is the time to do so. They may then be able to use the skill of outlining to collect and organize information for Activity 4.

# UNIT 13

## OBJECTIVES

- Hard and Soft -c
- Combining Sentences

Note: A test-study-test approach is recommended.

# 13

cent	ice	dance	sale
city	nice	pencil	race
place	face	once	fence

Don't forget: could would should

Always make the tops of m and n round.

### A

## WORD WISE

### 1. Sound-alikes

Choose the right word to match each meaning. Check with pages 98 and 99 or with a dictionary.

- (a) a piece of money → cent or sent?
- (b) made to go → sail or sale?
- (c) part of a boat → sail or sale?
- (d) selling something → cent or sent?
- (e) sixty minutes → hour or our?
- (f) belonging to us → cent or sent?

### B

## WORD WATCH



When c sounds like k, it has the hard sound.  
When c sounds like s, it has the soft sound.  
The c is usually soft before e, i or y.  
nice      city      Nancy

### 1. Write the headings: soft-c (like s)   hard-c (like k)

- (a) Listen and then write each word under the correct heading.

dance	Canada	place	cube
coat	pencil	nicely	could

Underline the vowels that follow the soft-c sounds.

- (b) Pencil, dance and place are LIST WORDS.  
Write the other soft -c LIST WORDS under the correct heading. (There are eight more.)

## IDEAS FOR PRESENTATION

As you read the words, have the children follow in the text. The soft sound of -c could be an unexpected spelling to many pupils, hence the importance of looking at the words to discover the -s sound spelled c. Group the words on the board in the following manner:

(a) cent, city, once, place, ice, nice, face, dance, pencil, race, fence

(b) sale

(c) could, would, should

Point out the phonetic features of each group with the pupils. Help them discover that soft -c precedes i

or e; the consonant blend in place; the two syllables in pencil and city; the unexpected sound of -w in once; and the long sounds of a and i in place, ice, nice, face, and race.

Use sale to recall long -a spelled a-e. Let the children give rhyming words with the same spelling pattern: pale, male, whale, bale, stale, etc. Could, would, and should are review words from Grade 2, but will need to be retaught thoroughly. Examine their structure: short -oo sound spelled ou, silent -l.

## ACTIVITY AIDS

### A WORD WISE

The List words cent, sale and would are homonyms, since they have the same sounds as other words which are spelled differently. This fact should be developed with pupils as the words are presented. Get the children to suggest the spelling and meaning of each of the homonyms and have them used orally in sentences. Follow this up by having the pupils complete A(1).

### B WORD WATCH

The Word Watcher develops generalizations relating to the sounds of -c. Point out the List Words with soft -c on the board. Have pupils read the words aloud and underline the letter following the c in each. The letter c in these words gives the same sound as the letter s in sale. Give examples where c is followed by y, as fancy, icy. Contrast this sound of c with the -k sound given in words such as could, cat, cut, core, come. To practise differentiation of the two -c sounds have pupils read the following words from the board: crop, mince, car, twice, cigar, icy, circus, came, crash, cry, grace, cheap, juicy, bicycle. Point out the activities in B(1) and have the pupils complete them.

**B(2)** encourages the children to write rhyming words. Before the pupils read the instructions, let them tell how they think Spin A Word is played. Point out the instructions and have the children read them. They should then be able to proceed with the activity without assistance.

**B(3), (4)** review silent letters and alphabetical order.

## C WORD WIZARD

The Word Wizard demonstrates how two sentences could be combined into a long one. Although by now many pupils can express several ideas in one sentence, there will still be some who use a separate sentence for each idea. Show how the two sentences in the given example were combined by substituting **Mary** for **She**, and **a red coat** for **it**. Do not press the use of multiple-idea sentences before the pupils are mature enough to use them properly. Immature pupils will string together ideas that might be better stated in separate sentences. Such pupils may be helped by showing them which sentences in their written work might be combined, and suggesting ways to

do so. You may have to guide some pupils as they work through the activity.

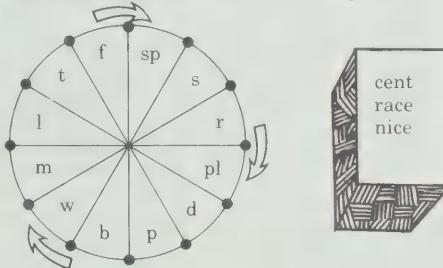
## PROVIDING FOR INDIVIDUAL NEEDS

**1. Creative Writing:** Introduce pupils to conversation writing, using comic strip pictures. Provide the children with old newspaper comics and have them cover with blank paper the words spoken by the characters. Challenge them to write new dialogue for the characters. Some pupils may want to create their own characters as well as write the dialogue.

(c) Make a list of soft -c words that you find in your reading tomorrow.

### 2. Spin a Word

Make five rhyming words for each of the words in the box. Use some of the letters on the spinner.



### Word Detective



3. Good Word Detectives use their eyes and ears to find missing words. Find and write
  - (a) three LIST WORDS that have a silent -l
  - (b) nine LIST WORDS with silent -e
4. Write each group of words in alphabetical order.
  - (a) does, fence, pencil, place, face
  - (b) cent, face, dance, city, could

## C



## WORD WIZARD

Sometimes you can make one long sentence from two short sentences.

Mary has a new red coat. She got it on Monday.  
Longer sentence: Mary got a new red coat on Monday.

1. Make one longer sentence from each pair below.
  - (a) Tom has a blue pencil. He bought it at the sale.
  - (b) You will pass our house. Wave your hand.
  - (c) The town has a skating rink. We may skate on it.

## 2. Handwriting and Speech Practice:

- (a) Provide some time for pupils to practise the formation of **u**, **y**.
- (b) Some of the List Words are often improperly pronounced by the children. Stress the importance of careful enunciation by showing how **dance** could sound like **dents**, **ice** like **eyes**, **sale** like **seal**, and **place** like **plays**, if vowels and consonants are not properly sounded.

## DICTION SENTENCES

1. Give me one cent.
2. **Would** you come?
3. Sue likes to **race**.
4. Tom likes to **dance**.
5. We **could** play ball.
6. You **should** go now.
7. Stay by the **fence**.
8. That is a **nice** hat.
9. I went to the **sale**.
10. Have fun on the **ice**.
11. Take your **place**.
12. Our house **faces** north.
13. Use the blue **pencil**.
14. We lived in the **city**.
15. He wrote it **once**.

## ANSWERS

### A

- (1) (a) cent (b) sent (c) sail (d) sale (e) hour (f) our

### B

- (1)(a) **Soft -c:** dance, place, nicely, pencil
- (b) **Hard -c:** coat, Canada, cube, could
- (c) Answers will vary.
- (2) **cent:** lent, tent, went, bent, dent, rent, sent, spent (5)
- race:** lace, pace, place, space, face
- nice:** lice, mice, rice, spice, dice
- (3) (a) could, would, should
- (b) place, ice, nice, face, dance, once, sale, race, fence
- (4) (a) does, face, fence, pencil, place
- (b) cent, city, could, dance, face

### C

- (1) Suggested combinations:
  - (a) Tom has a blue pencil which he bought at the sale. Tom bought a blue pencil at the sale.
  - (b) When (as) you pass our house, wave your hand. Wave your hand when (as) you pass our house.
  - (c) The town has a rink on which we may skate. We may skate on the town rink.

# UNIT 14

## OBJECTIVES

- Consonant Blends
- s-blends
- Suffixes ly and y

Note: A test-study-test approach is recommended.

# 14

stick	lost	spoon	nicely
string	roast	spend	gold
stand	cost	space	star

Remember: first afraid Indian street

Make these letters touch the top and bottom lines. The downstrokes should be straight.

l b h k f k o

### A

## WORD WISE

- Some words have more than one meaning.

stand (1) stand up straight (2) a band stand  
stick (1) stick it to the window (2) hockey stick  
star (1) stars shine at night (2) a movie star

Read and write the sentences below. Then decide which meaning of stand, stick or star is used. After each sentence write the number (1 or 2) to show which meaning is used.

- Mom bought the apple at the fruit stand.
- He hit the can with a stick.
- Susan was the star of the class.
- Who is the star of that TV show?
- Stand when you speak.
- The mud will stick to your shoes.

### B

## WORD WATCH

- Read these sentences:

Rick writes neatly. The clock rings hourly.  
The ink is oily. The hill is rocky.

Write the sentences and use new words instead of neatly, hourly, oily, and rocky. The new sentences do not have to mean the same.

## IDEAS FOR PRESENTATION

This unit introduces pupils to words in which two or more consonants slide together but still give separate sounds. Write the List Words on the board, underlining the consonant blends. Have the children read the words aloud several times, making sure that all the consonants are clearly sounded. Examine the words with the pupils and help them discover the number of sounds they hear and letters they see. They will notice the double letters in *spoon* and *street*, and two vowels giving one sound in *roast* and *afraid*. Underline *ia* giving two sounds in

**Indian**; draw attention also to the capital **I**. Point out the soft -c followed by e in **space** and nicely. Discuss the meanings and uses of the List Words, encouraging the children to use them in as many contexts as possible. For example, **stand**

- to **stand** up
- a refreshment **stand**
- a music **stand**

### stick

- stick** to the task
- stick** with glue
- a broken **stick**

The Before Now forms of **stick**, **string**, **stand**, and **spend** may be discussed using context, likewise the Now form of **lost**. Let the pupils discover that the Now and Before Now forms of **cost** are the same:

- Eggs **cost** ninety cents a dozen today.
- Last week they **cost** only eighty-five cents.

## ACTIVITY AIDS

### A WORD WISE

In developing word meaning during the presentation, point out to the children the various meanings and uses of words such as **string**, **stick**, **stand**, **spend**, etc. Use a primary dictionary to point out to the pupils how the various meanings of a word are numbered.

**A(1)** Let the pupils note the meanings given for each word. Use the dictionary to help them see that other meanings could be added. Point out the sentences in the second part of the activity. Let the children read them and discuss with them the meanings of the List Words as used in the sentences, then let them complete the activity independently.

### B WORD WATCH

**B(1)**, and **(2)** focus on the suffixes **ly** and **y**. To show how **ly** words describe actions, read the following sentence several times with different **ly** words:

The boy **writes** (slowly, neatly, quickly, badly, etc.)

The **ly** suffix less often makes words describe a person or a thing. Some examples are: **friendly**, **manly**, **daily**, **sickly**, **cowardly**, **kingly**. Before assigning the activities review the use of the **y** suffix. Show how **y** words such as **oily**, **sticky**, **inky** add to the meaning of the word

**paper.** Have the words made in B(2) used in sentences orally to show their meanings.

**B(3)** The Word Watcher explains the meaning of "consonant blend". Use the List Words to point out to the children that in a blend the two or three consonants slide together but their sounds are still separate. Have the children read out the **s-blends** as given by the Word Watcher. Let them see that in each case the **s** plus the other consonant do not merge into one sound but retain some of their own sounds. In **street** and **spring** pupils will see and hear a three-letter, or triple blend. Show the three consonants with three sounds in other words such as **stroke**, **strap**, **strong**,

**spring**, **sprawl**, **scrape**. Contrast the blends with digraphs such as **sh** in **ship**, **ch** in **child**, and **ng** in **string**.

**B(3)** Some preparation may be given by having the following pairs of words read from the chalkboard. Let pupils underline the parts that are the same, and circle the consonant blends: **rain**, **stain**; **feet**, **sleet**; **mile**, **smile**; **out**, **scout**; **bail**, **snail**; **made**, **spade**.

### C WORD WIZARD

Pupils should enjoy creating tongue twisters using **s-blends**. Challenge them to say the examples given and to make up others of their own.



Words ending with an **ly** suffix usually tell how something is done. nicely quickly

2. (a) Add **ly** to these root words:

soft	week	nice	hour
tame	light	dear	neat
slow			near

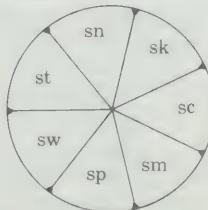
(b) Use two of these **ly** words in sentences.



When two or three consonants are spoken together so that they almost make one sound they are called a **blend**.

**sc**, **sk**, **sl**, **sn**, **sp**, **st**, **sw** are called **s-blends**

3.



Make **s-blend** words. Change the first consonants in these words like this: race — space.  
race him car  
tell late send  
moon hold pile  
kept hand low

### Word Detective

4. Write two LIST WORDS with three-letter consonant blends. Hint: one of the words might be a place where cars drive.  
5. Write three LIST WORDS that end in **st**.



### C

### WORD WIZARD

1. Consonant blends make good tongue twisters. Say three times quickly:

Small snakes seem slimy.

Skinny Stan skates slowly.

Make up five tongue twisters using **s-blend** words. Trade with a friend.

## PROVIDING FOR INDIVIDUAL NEEDS

**1. Creative Writing:** Give the children further practice in writing imaginative conversations. Let them create a situation where two animals meet and speak to each other. What animals are they? Where did they meet? What does each say to the other?

### 2. Handwriting and Speech Practice:

(a) Demonstrate for pupils the formation and joining of letters **a**, **o**, **c**, **d**. Point out the similar oval beginning stroke in each and have the pupils practice them: **doe**, **cod**, **dock**.  
(b) Have the children say the following sentences for speech practice:  
**I like nice spicy ice cream.**  
**Someone sent some cents once.**

## DICTATION SENTENCES

1. Tie the **string** to the **stick**.
2. Put a **gold star** on your work.
3. The **spoon** was **sticky**.
4. They will **spend** the money.
5. How much does it **cost**?
6. Walk **nicely** down the **street**.
7. Write neatly in the **first** space.
8. The **Indian** was not **afraid**.
9. **Stand** still.
10. The **roast** is good.
11. Tom has **lost** his skates.

## ANSWERS

### A

(1)(a) stand (2) (b) stock (2) (c) star  
(1) (d) star (2) (e) stand (1) (f) stick  
(1)

### B

(1) Answers will vary.  
(2)(a) softly, weekly, nicely, hourly, tamely, lightly, dearly, neatly, slowly, nearly  
(b) Answers will vary.  
(3) race-space; him-skim, swim; car-scar, spar, star; tell-smell, spell, swell; late-skate, state; end-spend; moon-spoon, swoon; hold-scold; pile-smile, stile; kept-swept; hand-stand; low-scow, stow, snow  
(4) string, street  
(5) cost, roast, lost, first (3)

### C

(1) Answers will vary.





# UNIT 16

## OBJECTIVES

- Alphabetical Order
- Vowel Sounds
- Consonant Substitution

Note: A test-study-test approach is recommended.

# 16

flock	glass	skate	tail
flew	gloves	shade	pain
flag	flat	learn	blind

Don't forget: glasses enjoy glad

Dot the i and j and cross the t.

i j t p d dip

### A

## WORD WISE

1. Finish these sentences with a LIST WORD.
  - (a) A group of sheep is called a \_\_\_\_.
  - (b) Each country has its own \_\_\_\_.
  - (c) If a person cannot see, he is \_\_\_\_.
  - (d) We go to school to \_\_\_\_.
  - (e) On our hands we sometimes wear \_\_\_\_.

### B

## WORD WATCH



When the first two letters of words are the same, watch the third letter to put them in alphabetical order.

1. Practise putting groups of words in alphabetical order. Watch the third letter.
  - (a) flat, flew, flock, floor
  - (b) begin, bed, beaver, best
  - (c) place, please, plum, plot
2. Which letters must you watch to put this group of words in alphabetical order?  
glass, glove, glad, glue
3. Mark the long and short vowel sounds and cross out all silent letters as you say and write  
skate      glasses      shade      glad  
flock      flat      wrote      spill

## pain

- (e) long -i sound spelled i in **blind**
- (f) short -u sound spelled o-e in **gloves** (support with **love**, **shove**, **done**, **money**)
- (g) long -oo sound spelled ew in **flew** (support with **blew**, **drew**, **crew**)
- (h) oy in **enjoy** (**boy**, **toy**, **oil**, **point**)
- (i) ear in **learn** sounding like er in **her**, ur in **burn**. Other words with this sound of **ear** are **earn** and **heard**. The **r** changes the sound of the vowel.

The -k sound at the end of a word, preceded by a short vowel, is always spelled ck, as in **flock**, **block**, **trick**, **stick**.

## ACTIVITY AIDS

### A WORD WISE

**A(1)** can be completed during the discussion of the meanings of the words. After the pupils have studied the meanings of all the List Words in context, let them write clues like those in **A(1)** for other words in the List. Have them pass these clues to each other to identify the words.

### B WORD WATCH

The Word Watcher demonstrates alphabetization of words in which the first two letters are common.

**B(1), (2)** Work through the activities with the children, demonstrating how the third letter is used. Give further practice orally by writing the following groups on the board and having pupils indicate the alphabetical order of the words in each group: (a) **clown**, **clean**, **class**, **clues**, **cling**; (b) **steam**, **straw**, **stayed**, **sting**, **stove**; (c) **Indian**, **invite**, **inside**, **inner**, **inky**; (d) **seam**, **sees**, **seven**, **send**, **self**; (e) **where**, **whole**, **whale**, **why**, **which**

**B(3)** focuses on the identification of the vowel sound in words. Pupils have already learned to place a line over a vowel to show its **long** sound. Show the use of a curved line (breve) to indicate a **short** vowel sound.

Such symbols are useful in spelling exercises, and prepare the child for dictionary work. Demonstrate on the board the diacritical marks in these words: **äte**, **wîse**, **äct**, **äsh**, **hünt**, **tüne**. Then have the children complete activity **B(3)** on their own.

**B(4)** calls for identification of a word with an unexpected sound for ea; derivative from a root word;

rhyming word; **long -a** spelled ai; and double letters.

**B(5)** focuses on the consonant blends **bl**, **bl**, **gl**, and **sl**. Demonstrate the consonant blend substitution called for in the activity by having the pupils form rhyming words for each of these blends: **fl** with bag, hat, new, my, ring, trip, shop; **gl** with had, hide, dance, blue, room, show; **bl** with sack, hue, beak, seed, cheat; **sl** with cap, peep, try, thick, wept, back, row. After this oral exercise, have the pupils work independently at the activity.

## C WORD WIZARD

**C(1)** gives an opportunity to review the alphabet. When all the

pupils have written the alphabet correctly, a list of gifts may be compiled as a classroom exercise and listed on the board.

**C(2)** Ask pupils to name the objects pictured. Let them see that these names are to be spelled into the squares. Show them how to draw the puzzle outline in their notebooks, or distribute prepared pages giving your own drawing of the outline.

## PROVIDING FOR INDIVIDUAL NEEDS

### 1. Creative Writing: Pupils should



## Word Detective

4. Be careful how you say and spell some words.
  - (a) Find a LIST WORD with ea but no -e sound.
  - (b) Find a LIST WORD that has the root word joy. Underline the other letters.
  - (c) Write a LIST WORD that rhymes with drew.
  - (d) Write two LIST WORDS with the -ä sound spelled ai.
  - (e) Write two LIST WORDS that have a double letter.
5. Change the first consonant or blend to make new l-blend words.  
grass — glass  
grass drew love slow  
clock door tank crept  
chip fled



## C

## WORD WIZARD

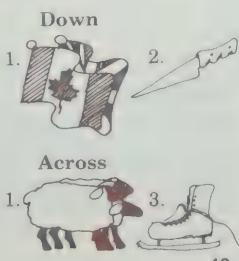
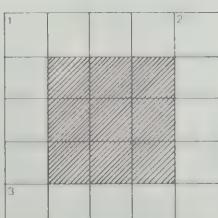
### 1. Alphabet Christmas Gifts

Write the name of a gift for each letter in the alphabet. Begin like this:

a — airplane      b — ball

### 2. Magic Square Puzzle

Copy this puzzle into your notebook. Make the squares big enough to hold one letter each.



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enjoy "being" an inanimate object which tells its story. Challenge them to be anything — for example, a stamp in a post office. Who buys you? On what kind of letter are you placed? Where are you going? Have the pupils write a paragraph story telling about such an adventure.

## 2. Handwriting and Speech Practice:

- (a) Review the formation and joining of **v**, **x**, **y**, **z**. Get the children to see how each letter begins with a small hill: **ago**, **yes**, **vex**, **zany**, **excite**.
- (b) Have the children pay attention to the mouth, lips and arched tongue as they practise these words: **in**, **kin**, **bin**, **lid**, **kid**, **bid**, **big**, **dig**, **fig**, **yip**, **zip**, **tip**, **kitty**, **lily**, **sixty**, **stick**, **wick**, **picked**.

## DICTION SENTENCES

1. Teach the little girl to **skate**.
2. **Glass** is made from sand.
3. We **flew** our new **flag**.
4. Mary drank two **glasses** of milk.
5. The dog wags his **tail** when he is **glad**.
6. The **blind** child can **learn** to read.
7. We saw a **flock** of sheep.
8. The floor is **flat**.
9. I lost my **gloves**.
10. Jack has a **pain** in his leg.
11. We **enjoy** sitting in the **shade**.

## ANSWERS

### A

- (1) (a) flock (b) flag (c) blind (d) learn (e) gloves

### B

- (1) (a) flat, flew, flock, floor
- (b) beaver, bed, begin, best
- (c) place, please, plot, plum
- (2) third and fourth letters — **s**, **o**, **d**, **u**
- (3) **skate**, **glass**, **shade**, **glad**, **flat**, **rot**, **spill**
- (4) (a) learn (b) enjoy (c) flew (d) tail, pain (e) glass, glasses
- (5) grass — glass; drew — flew, blew, slew; love — glove; slow — glow, flow, blow; clock — flock, block; door — floor; tank — flank, blank; chip — flip, blip, slip; fled — bled, sled; crept — slept

### C

- (1) Answers will vary.
- (2) Across: 1. flock 3. skate  
Down: 1. flags 2. knife

# UNIT 17

## OBJECTIVES

- There, Their
- Sounds of s
- Short Forms
- Questions

Note: A test-study-test approach is recommended.

## 17

close	plan	slip	winter
clown	plate	held	aunt
class	plum	o'clock	water

Remember: their there Tuesday

In u and w keep all points the same height.

w u jet up dew

### A

#### WORD WISE

1. Match a LIST WORD with each meaning.  
(a) a day (f) a funny person  
(b) something to drink (g) a season  
(c) a fruit (h) slide  
(d) your mother's sister (i) kept in place  
(e) a dish
2. The word **their** means "belonging to them".  
The word **there** means "in that place".  
Their dad was not **there** today.

Write these groups of words in sentences.

(a) their sister (d) their shoes (g) there are  
(b) out there (e) not there (h) their pets  
(c) their home (f) over there (i) under there

### B

#### WORD WATCH

##### Word Detective



1. (a) Read these sentences:  
• Please close the door. • She sits close to Jill.  
The word **close** does not always sound or mean the same.

Say and write both sentences and underline **close** that rhymes with nose. Write a word you know that rhymes with **close** in the second sentence. Good Word Detectives listen carefully to the sounds.

## IDEAS FOR PRESENTATION

After the List Words have been read by the children and their proper pronunciation established, group them in the following manner for study:

- (a) **close**, **clown**, **class**, **o'clock**  
By questioning lead the pupils to see
  - the **cl-blend** in **each**
  - sound of **-k** at the end of a word spelled **ck**
  - the short form **o'clock** (of the clock). Use the term "apostrophe", but do not labour it. Contractions will be taught more fully in Unit 26.
  - two pronunciations of **close** (-s and -z sounds)

- sound of **-ow** in **clown**. Call for rhyming words.

(b) **plate**, **plum**  
Point out:

- **long -a (a-e)** in **plate**
- **pl-blend** in **each**
- **short -u in plum**. Compare with **long -u in Tuesday**.
- **slip**, **winter**, **held**, **aunt**, **water**  
Pronounce the words aloud and help the pupils to identify the letters that give
  - **sl-blend** in **slip**
  - **short -e in held**
  - **short -a in aunt**. Underline the silent **-u**.
  - the sound of **er** in **water** and **winter**. Underline the parts that are different in these two words, and think of their sounds.
  - the special sound of **a** in **water**.
- (d) **Tuesday**, **there**, **their**  
Pupils will see
  - the capital letter in **Tuesday**
  - **th** digraph in **there** and **their**.

## ACTIVITY AIDS

### A WORD WISE

**A(1)** calls for matching List Words with meanings. As you develop the activity orally with the children, challenge them to suggest other clues for **plate**, **slip**, **water**, and **clown**. Also get them to devise clues based on meaning for other List Words. To help pupils understand the use of the homonyms **their**, **there**, print this sentence on the board: "They put the books **belonging to them in that place**." Challenge the children to shorten the sentence using **their** and **there**. Listen to their suggestions then point out the meanings of the two words given in the text. With the pupils' help, rewrite the sentence on the chalkboard, using **their** and **there**. "They put **their** books over **there**."

### B WORD WATCH

**B(1)** focuses on the two sounds of **s**. Point out the activity and work with them to help them identify the **-s** and **-z** sounds of **s**. Have them use **close** orally in sentences, first with the **-s** sound and then with the **-z** sound. They should readily discover the difference in meanings for the two sounds. Help the children discover rhyming words for the two sounds. Write these headings on the

board — close with an -s sound; close with a -z sound. Let pupils put these words under the correct heading: chose, worse, those, rose, close, rose. Similarly, demonstrate the two sounds of s in use for its different meanings.

**B(2)** The Word Watcher demonstrates the use of the apostrophe in writing short forms. Help the children understand from the example, (a) that the apostrophe takes the place of letters or words left out in a shortened form, and (b) how the apostrophe is made.

**B(3)** reviews the dropping of final e before adding ing.

**B(4)** Have pupils complete substitution of initial consonants in: cl with cap, saw, duck, sang, over,

never, may: pl with may, ate, eat, read, can, hum, thank.

### C WORD WIZARD

**C(1)** demonstrate to pupils that a question sentence is punctuated at the end by a question mark. Let the pupils practise writing a row of question marks. Through classroom discussion using examples, be sure that every pupil understands what constitutes a question. On the board write some useful words for beginning questions: who, what, why, when, how, where, do, did, have, would, etc. Let pupils suggest orally possible questions for the answers given. Encourage them to write their best questions.

**C(2)** You may have pupils study

the various forms of puzzles met in their text. Encourage them to use a dictionary to verify word meanings.

## PROVIDING FOR INDIVIDUAL NEEDS

**Creative Writing:** Introduce pupils to similes through this activity. Remind them of the story of Paul Bunyan and his huge ox. Get them to tell about other objects, tools, articles of clothing, etc., that Paul Bunyan might have had. Encourage them to describe these items by comparing them with known large objects, e.g., "His clay pipe was as large as a chimney".

## DICTION SENTENCES

1. Close your books, class.
2. See the funny clown.
3. Is it four o'clock?
4. The dance will be held on Tuesday.
5. I took two plums from the plate.
6. They went south for the winter.
7. How much water is in the pail?
8. There is my aunt.
9. Slip the note under the door.
10. Plan a good closing for your story.
11. Have they done their work?



(b) Write the word use in two sentences. Show use with s like z, and with s like s.

The word o'clock means of the clock.  
The apostrophe (')  
takes the place of the missing letters.  
This is called the short form.

2. Write I'm and I'll the long and short way.

### Word Builder

3. Add ing to these words. Remember to drop the silent -e.

close	shade	slide	spill
space	spend	blind	bless

4. Change the first letter in each of these words into a cl- or pl-blend.

bank	dock	hum	gate
read	pick	day	down
can			pass

Make as many new words as you can.



### C

### WORD WIZARD

When a sentence asks a question, end it with a question mark. ?

1. Write questions for these answers:

(a) ?	He will go on	(c) ?	I think the
	Tuesday.		clown did it.
(b) ?	School usually	(d) ?	You will need
	closes in June.		gloves in winter.

2. Turn to pages 98 and 99. Make up a puzzle using some of the Words That Sound the Same. Be sure your puzzle uses the correct meanings. What kind of book could tell you the meanings of words you do not know?



## ANSWERS

### A

(1) (a) Tuesday (b) water (c) plum (d) aunt (e) plate (f) clown (g) winter (h) slip (i) held

(2) Answers will vary.

### B

(1) (a) Please close the door. She sits close to Jill (b) Answers will vary.

(2) I'll = I am, I'll = I will

(3) closing, shading, sliding, spilling, spacing, spending, blinding, blessing

(4) bank — clank, plank; dock — clock; hum — plum; gate — plate; read — plead; pick — clock; day — play, clay; down — clown; can — plan, clan; pass — class

### C

(1) (Suggested questions)

(a) When will he go? (b) When does school usually close? (c) Who did this? (d) When will I need gloves?

(2) Answers will vary.

# UNIT 18

## 18

1	cent pencil nice	city place face	once race fence	dance ice sale
2	string roast space	stand cost nicely	star spoon gold	lost spend stick
3	sled bless morning slide	sleepy step Christmas	blank spill even	block desk evening
4	flock glass tail	flew gloves pain	flag skate blind	flat shade learn
5	close plan winter	clown plate held	class plum aunt	o'clock slip water

### CHECK-UP

1. Look at your own spelling mistakes from Units 13-17. Rewrite them correctly. What kind of mistakes are you making? Do you understand
  - \* how to add *y* and *ly*?
  - \* that some words have more than one meaning?
  - \* blends?
  - \* how to add *ing* to a word with a short vowel before the final consonant?
  - \* that some words are not spelled as they sound?

### A

### WORD WISE

#### 1. Riddles

- (a) I sound like *knew* but I mean the opposite of *old*. What word am I?
- (b) I sound like *to* but I am a number. What word am I?

### OBJECTIVES

- Review
- Using Picture Words

Note: The activities in this Unit may be completed in four teaching periods or as review is required.

### SKILLS REVIEWED

#### WORD MEANING

Homonyms	A(1)
Multiple meanings	A(2)

#### WORD ANALYSIS

Adding suffixes	B(2)
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#### PHONETIC ELEMENTS

Consonant blends	B(1)
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#### LANGUAGE SKILLS

Describing words	C(1)
Writing verses	C(2)

(c) I sound like here but I mean listen.  
What word am I?

(d) I have seven days and I sound like weak.  
What am I?

(e) I mean the opposite to yes.  
Do you know me?

2. Write a LIST WORD to match each meaning.

(a) unable to see	(e) set down
(b) something on	(f) a colour
which you play	(g) a winter toy
(c) very near	(h) shadow
(d) opposite of open	(i) money

## B

### WORD WATCH

#### Word Detective

1. Quick! Find these tricky LIST WORDS:

- (a) Nine words with two syllables. (Look in Groups 1, 3 and 5.)
- (b) Nine words with silent vowels (2, 4).
- (c) Eight words with short vowels (5).
- (d) Four words with double consonants (3, 4, 5).

#### Word Builder

2. Read the signs. Then add **ing** to the words below.

Don't change  
the root  
before adding  
**ing**.

(a) sail stand  
roast cost  
spend flow  
thank spill

Drop the  
silent e  
before adding  
**ing**.

(b) place please  
wave use  
write smile  
hide close

Double last  
consonant  
before adding  
**ing**.

(c) step slap  
slip dig  
hop sit  
win plan

## ANSWERS

### A

- (1) (a) new (b) two (c) hear (d) week (e) no
- (2) (a) blind (b) slide (c) close (d) close (e) place (f) gold (g) sled (h) shade (i) cent

### B

(1) (a) pencil, morning, sleepy, Christmas, evening, winter, water, o'clock, even (b) roast, space, nicely, tail, gloves, pain, skate, shade, learn (c) plan, winter, held, class, plum, aunt, o'clock, slip (d) bless, glass, spill, class

(2) (a) sailing, roasting, thanking, flowing, spilling, standing, spending, costing (b) placing, pleasing, waving, using, writing, smiling, hiding, closing (c) stepping, slapping, slipping, digging, hopping, sitting, winning, planning

### C

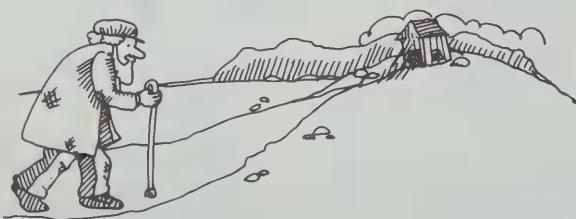
(1) (a) old, gray-haired (b) slowly and carefully (c) steep, rugged (d) tiny, tumble-down

(2), (3) Answers will vary.

## WORD WIZARD

The man  
went up the  
road to  
his house.

The old, gray-haired  
man went slowly and  
carefully up the  
steep, rugged road to  
his tiny,  
tumble-down house.



1. (a) What kind of man do we see?  
(b) How did he walk?  
(c) What kind of road did he walk on?  
(d) What kind of house did he have?  
The answers to these questions make the sentence more interesting.
2. Kermit hurried to write these sentences. Take time and make them more interesting.  
(a) The girl went to the pond.  
(b) His book fell off the chair.
3. (a) Use single consonants or blends and make up two rhyming words each for  
face      ice      dove      noon  
sick      hide      will      coast  
down                     hand  
(b) Make up two short poems. Use some of the words you have made.

## PROVIDING FOR INDIVIDUAL NEEDS

**1. Creative Writing:** Extend the activity done by pupils in creative writing in C(1) into an exercise in conversation writing. Have the pupils isolate interesting events in their stories and develop cartoon strip pictures involving dialogue. What happens when the pet takes over the master's favourite chair? What does each say? When the pet answers the doorbell, how does it greet the visitor? What does the visitor say? Discuss elements of humour that could be involved in cartoons and let the pupils include them.

**2. Handwriting and Speech Practice:**

(a) Review the formation of **m**, **n**, **v**, **x**, **y** and **z**: **men**, **neat**, **vent**, **zinnia**, **box**, **oxen**.

(b) Have the children practise the **ah**, **short -a**, and **-ar** sounds in these words: **apples** and **barley**, **ham** and **jam**, **madly**, **harm**, **sharp**, **yarn**, **knack**, **father**, **lamb**, **salad**, **Pa**, **Bah**, **pack**, **back**.

**3. Phonics:**

1. Have the pupils make rhyming words for

(a) **plan** using **sp**, **th**, **t**, **p**; (b) **class** using **gl**, **br**, **p**, **m**; (c) **slip** using **fl**, **cl**, **tr**, **dr**, **ch**, **sh**.

2. Write three words beginning with each blend: **pr**, **gr**, **fr**, **tr**, **br**.

## The Farm

Some words you might want to use:

pig	crops	tractor
duck	goat	farmer
rooster	barn	fence



1. Some farms grow fruits and vegetables. Some farms have animals, too. Write these headings:  

Animals	Fruits	Vegetables
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(a) Put these words under the right heading.  
 apples      horses      carrots      cows  
 chickens    potatoes    grapes      tomatoes  
 pigs        peas        beans

(b) Under which heading should you put  
 milk?        eggs?        wool?

Write a sentence telling why you put these words under the heading you chose.
2. Would you like to live on a farm? Write a paragraph to explain your reasons why or why not.
3. Hidden in the puzzle are the names of nine things you might find on a farm. Can you find them?

Z	B	E	G	G	S	P	L	H	O	R	S	E	G
Q	P	I	T	C	O	W	W	U	T	R	U	C	K
C	L	E	D	T	R	A	C	T	O	R	G	A	O
B	I	B	P	E	A	R	S	S	P	H	E	N	I
S	C	A	R	R	O	T	S	T	O	L	M	U	P
G	E	E	S	E	Q	F	B	A	R	N	O	U	L

## WORDSHOP The Farm

Besides providing several opportunities for the children to develop in their language skills, this Wordshop will help them recognize the purpose of farms.

Provide a variety of resources, print and non-print, to enable the pupils to work individually or in small groups to develop the theme to the fullest. Have the children study the farm in the picture and tell how it is similar to or different from ones they have read about or visited. Have them develop an understanding for the suggested words by relating them to the picture.

After you have motivated the pupils through discussions, viewing of pictures, etc., direct them to the activities. Guide them in their reading of the instructions and help them to see what is to be done in each case. You may then have them work independently at the activities. Depending upon the interest of the pupils, you may have them extend the theme into areas such as: making a model farm; compiling an encyclopedia of farm animals; making a play from the song "Old Macdonald Had a Farm"; finding out about baby farm animals; writing farm stories; or making butter or cheese in the classroom.

To do these extended activities the pupils could organize themselves into small groups and share the various tasks among them.

# UNIT 19

## OBJECTIVES

- r-blends
- Digraph ng
- Blend nk
- Present and Past Forms

Note: A test-study-test approach is recommended.

## IDEAS FOR PRESENTATION

Have the List Words pronounced. Listen especially for the sound of **d** in **grandmother** and **grandfather**, for the **t** in **frost** and **front**, and for the **k** in **bank** and **thank**. Discuss the vowel sounds. Note the unusual sounds of **ea** in **great**, **a** in **father**, and **o** in **mother** and **front**. Look for the blends: **gr**, **fr**, **nd**, **nk**, **nt**, **st**, **pl**, **cl**. Show the digraphs **th**, **sh**, **ng**. Compare the sounds of **ng** and **nk**. Review the **long -e** sound by asking the class to give other words spelled like **free** and **please**.

Pupils will see the two smaller words in **grandmother** and

**grandfather**. **Grand** may be combined also with **child**, **children**, **son**, **daughter**. Show how **great** may be prefixed with a hyphen and discuss some family relationships.

Encourage the children to use the List Words in context. Develop multiple meanings for such words as **free**, **long**, **front**, **fresh**, **bank**, etc.

## ACTIVITY AIDS

### A WORD WISE

**A(1)** As the List Words are being developed for meaning, point out **A(1)** and have the children relate the word **bank** to the meanings given. Encourage the children to think of other ways in which the word is used. They may then develop a puzzle similar to the one in the activity, with those meanings as well as the meanings of other multiple-meaning List Words.

### B WORD WATCH

The Word Watcher introduces the two-letter **r-blends**. Develop the sounds of the **r-blends** from known words by initial substitution: **can**, **bran**; **rain**, **train**; **ink**, **drink**; **dog**, **frog**; **top**, **drop**; **may**, **pray**; **made**, **grade**. Have the pupils listen carefully to the sound made when the two consonants are put together in each case. They will hear a merging of the two sounds into a new sound combination which still retains features of each.

**B(1)** focuses upon single consonant substitution for initial blends. Guide the children in reading through the instructions, then let them complete **B(1)** and **(2)** together.

**B(3)** The Word Detective calls for the recognition of List Words having (a) long vowel sounds, (b) an indeterminate vowel sound, (c) compound words, and (d) unexpected spelling of **short -u**.

**B(4), (5)** focus on the consonant digraph **ng**, and its blend with **k** in **nk**. Use the words below to point out to pupils the single sound produced by **ng**, compared to the two sounds, **ng** and **-k**, in the **nk** blend: **sing**, **sink**; **sang**, **sank**; **wing**, **wink**; **thing**, **think**; **bang**, **bank**; **hung**, **hunk**; **sting**, **stink**.

Pupils will be helped by substituting the final consonant or consonants as follows: **ng** with **band**, **got**, **hut**, **flip**, **will**, **thin**, **lost**; **nk** with **pit**, **sit**, **but**, **sand**, **wish**, **hop**, **crab**.

# 19

great	free	bank	hang
fresh	frog	thank	grandmother
frost	front	long	grandfather

Remember: please clock

After finishing an **o**, stay at the top and begin the next letter.

*a close front block*

### A

### WORD WISE

1. A **bank** is the side of a river. First meaning. A **bank** is a place to save money. Second meaning. Write "first" or "second" after these:  
(a) on a sandy **bank**      (c) works at the **bank**  
(b) pennies in the **bank**      (d) a boat on the **bank**

### B

### WORD WATCH



br, cr, dr, fr, gr, pr, and tr  
can be called r-blends.

1. We have learned to make new words using **blends**. It's easy to put a blend in place of a single consonant, as in **face** — **place**. Now try putting single consonants in place of blends, as in **floor** — **door**. Make new words. Change the blends in these words to single consonants.

grand	grade	grow	please
ground	plain	frog	free
string	gloves	clay	frost

2. Change the **l-blends** in these words to **r-blends** to make new words. Write them.

slow	claw	slept	slide
clown	plane	gland	plain
slice	fly	glass	play

Point out to the children that the usual position for these consonant combinations is at the end of words. Guide the pupils as they complete the activities.

## C WORD WIZARD

**C(1)** reviews identification of the Present and Past forms of verbs. Notice that the terms "present" and "past" are given in brackets to enable the children to connect them with the **Now** and **Before** forms. The term "doing" is also used in connection with verbs.

Each pupil should develop a mental context for each word. For example, he says to himself: "Now the bell rings. Yesterday the bell rang." He or she is then ready to place **ring** in

the **Now** column and **rang** in the **Before Now** column.

**C(2)** Simply let the pupils complete the activity then have them tell the words used to fill the blanks. Write some of the words from each completed sentence on the board and get pupils to see that in Sentence (a) they name persons, in (b) they name things, in (c) they tell how the train moved, and in (d) they tell what a person did.

## PROVIDING FOR INDIVIDUAL NEEDS

**Creative Writing:** Continue to have the children work with similes.

### Word Detective

3. **Read the clues. Find and write the LIST WORDS that**

- (a) have the -a sound spelled ea (1 word)
- (b) have a long -e sound (2 words)
- (c) have the -o sound (4 words)
- (d) have an a that is neither long, short nor silent (1 word)
- (e) are made up of two smaller words (2 words)
- (f) have the -u sound but no u (2 words)



### Word Builder

4. (a) Write **bank** and **thank**. Circle the nk. How many sounds do you hear in nk?  
(b) Write rhyming words for **bank** with s, cr, bl, dr, pl, and Fr.

5. (a) Write **long** and **hang**. Circle the ng. How many sounds do you hear in ng?  
(b) Write rhyming words for **long** with str, s, and wr.



## C

## WORD WIZARD

1. Write the headings **Now** (Present) and **Before** (Past). Write each of these "doing" words under the correct heading.

sing	pleased	sang	please
hung	rang	hang	ring
thank	hold	thanked	held

2. **Careless Clem** wrote these sentences but he forgot some words. Write the sentences and add a word for every \_\_\_\_.

- (a) The happy \_\_\_\_ danced and sang.
- (b) I bought a lovely \_\_\_\_ for Mom.
- (c) The train went very \_\_\_\_.
- (d) Patrick \_\_\_\_ into a deep hole.

Read the new sentences. Do they make sense?

Have them go outdoors and observe such things as the wind, the sky, clouds, trees, leaves, etc. Encourage them to look at the way objects move, their colours, etc. What are they reminded of as they observe shapes, textures, colours, movements? Let them write these comparisons in the form of similes: The clouds looked like ..... The sky was as clear as ..... The breeze felt like .....

## DICTION SENTENCES

1. In the winter we have **frost**.
2. This dress is too **long**.
3. Set the rabbit **free**.
4. **Grandmother** came with us.
5. **Thank** you for the fresh eggs.
6. Put the money in the **bank**.
7. **Please** hang up the coats.
8. The **grandfather** clock keeps good time.
9. A **great** tree stood in front of the house.
10. Hear the song of the **frogs**.

## ANSWERS

### A

- (1) (a) on a sandy bank — first
- (b) pennies in the bank — second
- (c) works at the bank — second
- (d) a boat on the bank — first

### B

- (1) Answers will vary.
- (2) slow — grow, brow, crow; clown — crown, frown, brown, drown; slice — price; claw — draw, straw; plane — crane; fly — cry, fry, try, pry, spry; slept — crept; gland — brand, grand; glass — grass, brass; slide — pride, bride, stride; plain — train, brain, drain, grain, sprain, strain; play — pray, fray, gray, tray, spray, stray

- (3) (a) great (b) free, please (c) frog, clock, long, frost (d) grandfather (e) grandmother, grandfather (f) front, grandmother

- (4) (a) ba(nk), tha(nk) (2 sounds) (b) sank, crank, blank, drank, plank, Frank

- (5) (a) lo(ng), ha(ng) (1 sound) (b) strong, song, wrong

### C

- (1) Now: sing, thank, hold, please, ring, hand  
Before: sang, thanked, held, pleased, rang, hung
- (2) Answers will vary.

# UNIT 20

## OBJECTIVES

- Consonant Blends
- Syllables
- er and est

Note: A test-study-test approach is recommended.

## IDEAS FOR PRESENTATION

During the reading of the List Words, listen for the -r sounds in the blends, for the final -k sound in **think**, and for clear, well-sounded vowels.

Irregular spellings of vowel sounds need special study: **short -e** sound spelled ie in **friend**; **short -i** sound spelled e in **pretty**; **long -a** sound spelled ea in **greater**. In this Speller, ay in **days** of the week is considered to have a **long -a** sound. The sound of -aw (written phonetically ô) is midway between **short -o** and the **-ah** sound as in **father**; it will be treated more fully in Unit 32.

# 20

present	dream	Friday	thing
pray	drink	frame	think
pretty	draw	greater	drive

Don't forget: friend Canada

When you write a word with a double t, cross the t's with one straight stroke.

*pretty kitten little*

### A

## WORD WISE

1. Some words mean almost the same.  
small — little      big — large  
Write the words below. Beside each word, write a LIST WORD that means almost the same.  
gift      ride      lovely      sketch

### B

## WORD WATCH

### Word Detective



1. Write the LIST WORDS that have
  - (a) three short -a sounds. (Give 1)
  - (b) a long -a sound spelled ay. (Give 2)
  - (c) a double consonant. (Give 1)
  - (d) two word-parts or syllables. (Give 4)
  - (e) an i that you do not hear. (Give 1)
  - (f) a short -i sound but no i. (Give 1)

A two-syllable word with a double consonant is usually divided between the two consonants.  
lit tle      rab bit

2. Divide these words into syllables. Leave a small space between the syllables.  
pretty      summer      supper  
puppy      dinner

Pupils will be able to see four different -r blends (pr, dr, fr, gr). Point out also the blends at the ends of words — nd, nt, nk.

## ACTIVITY AIDS

### A WORD WISE

**A(1)** The activity in this section introduces the pupils to synonyms. Discussing which words mean **exactly** the same, and which mean **almost** the same, will develop discrimination. Conduct the activity first orally, then have the pupils write the words.

### B WORD WATCH

**B(1)** calls upon the children to identify words with long and short vowel sounds, with double consonants, and with two syllables.

**B(2)** The Word Watcher focuses on syllabification of words. In this Unit the pupils are asked for the first time to divide words into syllables. Introduce the theme by having them tap out the vowel sounds in all the List Words to discover the number of syllables. Demonstrate the proper amount of space to leave between syllables, using familiar double-letter words such as: **ap ple**, **hap py**, **fun ny**, **kit ten**, **let ter**.

**B(3)** emphasizes the following two-consonant spellings: blends **pr**, **dr**, **nk**; digraphs **ng** and **th**.

For item (a) develop an awareness of the **-r blends** by having the children substitute blends for initial consonants in the following words: **pr**: **may**, **reach**, **hide**, **since**, **hint**, **dance**; **dr**: **rain**, **cake**, **will**, **gum**, **head**, **beam**.

The children should be able to recognize the List Words with **-r blends** with no problems. Develop an awareness of **-l blends** by guiding the children to complete item (b) orally. Using the word **grew** as an example, get the children to see that the initial blend **gr** could be changed to **sl**, **fl**, **bl** to give the words **slew**, **flew** and **blew**. It might be well to review the blends taught so far. As you dictate the pupils will write only the blend, and a dash for the rest of the word: **stop**, **speak**, **print**, **slam**, **pond**, **slap**, **fry**, **jump**, **chest**, **street**, **cling**, **drum**, **growl**, **blue**, **plot**, **think**.

The digraph **ng** and final blend **nk** are dealt with in items (c) and (e). To draw the pupils' attention to the



# UNIT 21

## OBJECTIVES

- Consonant Blends tr, cr
- Changing y to i Before es, ed
- Use of go, goes and went

Note: A test-study-test approach is recommended.

# 21

trick	cross	broke	nothing
treat	cried	print	good-bye
trap	cream	drag	your

Don't forget: horses pencil space

When you write b, o, and w finish at the top and start the next letter right there.

b o w crows

### A

## WORD WISE

- (a) The LIST WORD **cried** may mean
  - shed tears or
  - called in a loud voice
 Use **cried** in sentences to show each meaning.
- (b) One meaning of the word **cross** is two lines running over each other, like + or x. Can you write two other meanings of **cross**? Your dictionary will help you.

### B

## WORD WATCH



When you add es or ed to a word ending in y, change y to i, then add the ending, like **cry, cries, cried**.

- (a) Write new words. Change y to i and add es and ed to these "doing" words.
- (b) Make these words mean more than one. Change y to i and add es.
- Do you remember root words? Write the root words for:

cried	tricky	trapped	treated
printing	horses	pencils	printer

## IDEAS FOR PRESENTATION

As the words are pronounced, the long vowel sounds expressed by ea in **cream** and by ie in **cried** should be noted. These conform to the general rule that "the first vowel does the talking". Pupils will hear the same sound given by our in **your**, as by or in **horses**. With **your**, the rhyming words **four** and **pour** will help to impress the pattern.

Consonant sounds to note are the soft -c in **pencil** and **space**, and the k sound spelled ck in **trick**, k in **broke**, and c in **cross**, **cried**, and **cream**. Help the children use the

following words in sentences to develop multiple meanings: **trick, trap, cross, print, cried, broke**.

## ACTIVITY AIDS

### A WORD WISE

**A(1)** The two parts help make the children aware of the multiple meanings of two of the List Words. Have the children complete this activity while the words are being presented. Treat other List Words likewise. You may want to demonstrate double meanings of words by listing them on the board in this fashion:

**cream**

- the oily part of milk
- a yellowish colour

**drag**

- to pull
- a net

Get the children to see that many English words have more than one meaning and that we can often only tell which meaning is intended when the word is used in a sentence. Encourage them to make oral sentences using the words for different meanings.

### B WORD WATCH

**B(1)** The Word Watcher develops the generalization relating to the addition of suffixes **ed** and **es** to words ending in **y**. Let the class work as a group. Point out the example given by the Word Watcher and help the children discover how the word **cry** changes. Ask them to name other words that end in **y** and lead them to see that the generalization is only true for words ending in a consonant + **y**. This difference will be developed at a later point. Do not labour it here. As you guide the children in adding the endings to the words in parts (b) and (c), point out the difference between the "doing" words in part (b) and the "name" words in part (c). Lead the pupils to see why only **es** could be added to the "name" words while **es** and **ed** could be added to the "doing" words.

**B(2)** reviews root words. Help the children to see how **cried, trapped, horses** were developed from their roots.

**B(3)** calls on the children to identify List Words with soft -c sound, r blends, and two parts.

**B(4)** reviews **you** and **your**.

**B(5)** reviews use of the hyphen.

**B(6)** You may want to lead the children to discover that the words listed are all "name" words but when the **y** is added they become "describing" words telling "what kind of".

### C WORD WIZARD

**C(1)** A review of the "now" and "before now" form of the verb may help pupils understand the use of **go**, **goes** and **went**. Have the children complete the following chart on the board:

Now (Present)	Before Now (Past)
We print.	She prints.
You trap.	He traps.
I break.	It breaks.
We cry.	He cries.
	They printed.
	I trapped.
	We broke.
	She cried.

Get them to see the irregular forms as well as the changes that must be

made to roots before **es** and **ed** are added. Get the children to put **go**, **goes** and **went** in the above chart, then have them complete the activity.

**C(2)** encourages the children to match causes with effects. Let the children give oral reasons for each statement before they write them down.

## PROVIDING FOR INDIVIDUAL NEEDS

**1. Creative Writing:** Have the children think of new uses for common objects. For example, what can they do with a pencil? Make a flagpole for an elf's cottage. Use it as



### Word Detective

- (a) Two LIST WORDS have a soft -c sound. Write the words. Underline c and the letter that comes next.  
(b) One LIST WORD means more than one. Write it.  
(c) Three LIST WORDS have a tr-blend. Write them.  
(d) Three LIST WORDS have a cr-blend. Write them.  
(e) Three LIST WORDS have other r-blends. Write them.  
(f) Write two smaller words you find in **nothing**.
4. Write **you** and **your**. Underline the parts that are the same.
5. Find and write a LIST WORD that has two parts joined by a hyphen (-). Listen to the vowel sound given by the letters **oo**.

### Word Builder

6. Make new words. Add the suffix **y** to the words on the wheel.



### C

## WORD WIZARD

1. Kermit doesn't know when to use **go**, **goes**, and **went**. Finish the sentences for Kermit. Use the right word.  
2. Finish these sentences.  
(a) **Tell when:**  
I feel very tired  
I feel very hungry  
I feel very hot  
I feel very sad

- (a) We —— to church last Sunday.  
(b) Ann still —— to the hockey game every week.  
(c) I —— to see them when I can.  
(b) **Tell why:**  
I must stay in bed  
My alarm rang and rang  
I must hurry  
My coat was all wet

a toothpick for a giant. Chew on it when they're worried. Make a telephone pole for a tiny city. Make a bridge across a small puddle for an ant. Encourage the children to imagine different things they can do with the common objects they choose. Have them write down some of their ideas.

### 2. Handwriting and Speech Practice:

- (a) The writing of the combinations **cr**, **tr** and **br** gives an opportunity to review the relative size of the letters. Pay attention to the joining of **r**.  
(b) Give the children practice in saying the voiced sound of the digraph **th** in these words: **than**, **that**, **them**, **then**, **this**, **those**, **these**.

## DICTION SENTENCES

1. They had candy for a **treat**.
2. Put a **cross** in this **space**.
3. Use a **pencil** to **print** your name.
4. Say **good-bye** to Grandmother.
5. The baby **cried** when they played a **trick** on him.
6. We set a **trap**.
7. Buy some **cream**, please.
8. The horse will **drag** the load.
9. Is this **your** cap?
10. **Nothing** was lost.
11. The boys **broke** the clock.

## ANSWERS

### A

- (1) Answers will vary.

### B

- (1)(a) try, tries, tried; marry, marries, married; dry, dries, dried; carry, carries, carried; fry, fries, fried; hurry, hurries, hurried; study, studies, studied  
(b) fly, flies; lady, ladies; sky, skies; city, cities; family, families  
(2) cry, trick, trap, treat, print, horse, pencil, print  
(3)(a) pencil, space (b) horses  
(c) trick, treat, trap (d) cross, cried, cream (e) broke, print, drag (f) no, thing  
(4) **you, your**  
(5) **good-bye**  
(6) **dreamy, creamy, sandy, frosty, tricky, rainy, cloudy, grassy**

### C

- (1)(a) went (b) goes (c) go  
(2) Answers will vary.

# UNIT 22

## OBJECTIVES

- Hard and Soft -g
- -ar sound as in car
- Abbreviations
- Syllables

Note: A test-study-test approach is recommended.

# 22

orange	start	Mr.	St.
page	dark	Mrs.	Ms.
large	garden	Miss	crop

Remember: nicely nearly pretty

Make the loops on f, b, and l the same size.

f b l football

### A

## WORD WISE

1. Work with a partner. Make up five riddles using LIST WORDS. Do it like this: I am something that you would find near a house. Vegetables or flowers grow in me. What am I?

### B

## WORD WATCH



The hard sound of g is heard in the word go. The soft sound of g (like j) is heard in the words George, ginger and gym.

1. Write these two headings: Soft -g Hard -g Put each of these words under the right heading:  
garden rage engine germ  
began range magic page  
porridge orange large gentle  
huge bag cabbage
2. Turn these hard -g words into soft -g words. Add e, like this: rag — rage.  
hug stag wag rag



When an r comes after a vowel, it usually changes the sound of the vowel.  
car park pan

3. (a) Say and write these words. Underline each ar.

## IDEAS FOR PRESENTATION

The children are introduced to several structural and phonetic features existing in this Unit. After the List Words have been read aloud, challenge the children to play Word Detectives to discover:

- (a) Three words that have a g sounding like -j.
- (b) Four words that have an a followed by r.
- (c) One word that has a suffix. What is its root word? What has been added?
- (d) Two words that end with y sounding like a long -e. How many syllables are in each of these words?

## ACTIVITY AIDS

### A WORD WISE

**A(1)** While the List Words are being looked at for meanings, get the children to complete this. Study the example with them. They can make up their own riddles. You may want to have them give these riddles to other classmates to solve.

### B WORD WATCH

**B(1)** The Word Watcher explores the g spelling of -j and -g sounds in this section. Pupils will be able to recall many spelling words that have a letter g, such as got, gold, gray, glass, dig, frog, again. Write several of these words on the board and have them read to hear the hard sound given by the g.

Write these words on the board and have them pronounced: orange, page, large, huge, magic, stingy, giant. The pupils will hear the different sound of g; it sounds like -j in jump and just. We call it the soft sound of g. Underline the letter following the g in each of the above words. The letters e, i, and y coming after g often give it a soft sound. Though there are many exceptions to this generalization, they need not be discussed at this point. The final silent -e softens the g.

A new blend is heard in orange. What sound is given by ng in the smaller word rang? It has a single sound, like neither -n nor -g. If we add e to rang we get the word range. Now the n and the g can be heard separately; they form a blend.

**B(2)** Have the children further explore the effect of final -e on words with vowel + g spellings. Review both activities by having the children classify the following words into hard and soft -g groups: gum, gym, cage, gather, bridge, giant, tiger, egg, ago, baggage.

**B(3)** develops the sound of -ar as in car. The sound given by ar was discussed in Grade 2 and learned in such spelling words as car, farm, yard, party, bark, and now in this Unit, large, start, dark, garden. As pupils read these words aloud they will hear neither a long -a nor a short -a sound. It is like the sound of a in father.

The letter r after a vowel often changes the sound of the vowel. Other r-controlled sounds will be taught in later Units.

**B(4)** A further generalization relating to dividing words into syllables is developed. Before the children carry out the activity, review other generalizations dealing with syllabication:

- (a) Each syllable has one vowel sound. (Unit 5)
- (b) A suffix or prefix forms a new syllable. (Unit 15)
- (c) Words with double consonants are usually divided between the consonants. (Unit 20). Consonants that are not double letters are usually divided also. Show this on the board, with words such as: **gar den**, **bas ket**, **en joy**, **num ber**, **un til**. However, as prefixes and suffixes usually form separate syllables, the consonants are not divided in

**morn ing, start ed, dark er, hors es, farm er.**

### C WORD WIZARD

**C(1)(3)** The Word Wizard introduces the pupils to a definition of an abbreviation. These activities in this section develop the use of the abbreviations **Mr.**, **Mrs.**, **Ms.** and **St.**. As you guide the pupils through the activities, discuss the reasons for the use of capital letters: **Mr.**, **Mrs.**, and **Ms.** form part of a person's name; **St.** forms part of an address. When the word **street** does not form part of an address, as in "He walked down the street", it does not have a capital and is never abbreviated.

**C(2)** develops the meaning of the word **Miss**. Point out to the children

that **Miss** is not an abbreviation.

## PROVIDING FOR INDIVIDUAL NEEDS

### 1. Handwriting and Speech Practice:

(a) Give the children time to practise combining letters to write: **Mr.**, **Mrs.**, **Ms.**, **Miss**.  
(b) Some List Words could be misspelled due to faulty pronunciation. Help the pupils pronounce these words properly: **orange**, **pretty**, **garden**, **cotton**, **drawer**, **porridge**, **common**, **sandwich**, **spinach**.

**2. Phonics:** Have the children work on these activities independently:

1. Add **er** and **ly** to **nice**, **near**, **large**, **great**.
2. Write these words. Circle the **soft c's** and box the **soft -g's**: **garage**, **circus**, **nicer**, **cigar**, **grace**, **page**.
3. Divide these words into syllables: **garden**, **nicely**, **pretty**, **after**, **summer**, **basket**, **rabbit**, **winter**.

## DICTATION SENTENCES

1. I like to work in the **garden**.
2. The **pretty** girl sings **nicely**.
3. **Mr.** and **Mrs.** Brown live on **John St.**
4. There is a **large** **crop** of **oranges** this year.
5. Start the lesson on **page** four.
6. We go home when it gets **dark**.
7. My name is **Miss** Green.
8. **Ms.** Lacy lives near our school.
9. We **nearly** missed the bus.

## ANSWERS

### A

- (1) Answers will vary.

### B

- (1) **Soft -g:** **rage**, **range**, **orange**, **huge**, **porridge**, **engine**, **large**, **cabbage**, **germ**, **page**, **gentle**, **magic**  
**Hard -g:** **garden**, **began**, **bag**
- (2) **hug** — **huge**, **stag** — **stage**, **wag** — **wage**, **rag** — **rage**
- (3)(a) **am**, **cat**, **ham**, **had**, **pat**, **arm**, **cart**, **harm**, **hard**, **part**
- (b) Answers will vary.
- (4) **Sun day**, **Mon day**, **Tues day**, **near ly**, **pen cil**, **num ber**, **bas ket**, **gar den**

### C

- (1), (2), (3) Answers will vary.



am                    cat                    ham                    had  
arm                cart                harm                hard  
part

(b) Write four **ar** LIST WORDS and three other **ar** words you know. **taxi**                    **box**                    **box**

Words with two vowel sounds have two syllables. If there are two consonants between the sounding vowels, the word is usually divided between these consonants.                    **par ty**                    **win ter**

4. Divide these words into syllables.  
**Sunday**                    **Monday**                    **Tuesday**                    **nearly**  
**pencil**                    **number**                    **basket**                    **garden**

## C



### WORD WIZARD

An abbreviation is a short way to write a word. An abbreviation is usually followed by a period. Many abbreviations start with a capital.  
**Mister** — **Mr.**

1. Remember:  
**Mr.** (**Mister**) — a man  
**Mrs.** (**Mistress**) — a married woman  
**St.** (**Street** or **Saint**)  
**Ms.** (**combination of Mrs. and Miss**) — any woman

Use the abbreviations above and write:

- (a) your mother's name
- (b) your father's name
- (c) the name of a street you know

2. The word **Miss** may be used before the name of a girl or an unmarried woman. It is not an abbreviation and does not need a period. Write the names of three girls in your class. Use **Miss** with each name.
3. Make name cards for people you know:

- (a) your parents
- (b) your teacher
- (c) your principal
- (d) your neighbours

Miss Marion Scott	Mr. S. Jones
Student	Painter



**B(4)** focuses on the use of **en** as a suffix. Take the children through the activity, pointing out the dropping of **silent -e** in **broke**. Encourage them to use the new **en** words in sentences.

**B(5)** demonstrates the addition of prefix **a** to root words. Get the children to see that a word part added before a word is a prefix. A word part added at the end of a word is a suffix.

## C WORD WIZARD

**C(1)** The children learn to use more than one adjective to describe a thing. To help pupils use appropriate adjectives, give oral practice with concrete objects in the classroom. Begin with single adjectives,

as **large book, red book, story book, high boots, black boots, rubber boots**. Then show how these may be combined: **large, red, story book; high, black, rubber boots**.

**C(2)** encourages the children to write sentences expressing their favourite food, sport, etc.

**C(3)** Demonstrate on the board how the Word Steps are made. Some pupils may want to continue the ones already started.

## PROVIDING FOR INDIVIDUAL NEEDS

### 1. Creative Writing: Encourage



Sometimes **en** is used as a suffix.  
**wood — wooden**

4. (a) Write **eaten**. Underline **en**.  
(b) Add the suffix **en** to  
**fresh gold fright broke** (drop silent **e**)

## Word Builder



5. Make new words. Add **n** to the beginning of these words:  
**way long cross go far part**  
A little word or a part of a word added to the beginning of a root word is called a **prefix**.

## C

## WORD WIZARD

1. Make these words more interesting. Put one or two words in front of each one, like this:  
**clouds — fluffy white clouds**  
**orange stars thread train**  
**horses bread garden jeans**  
**dress beaver frog crop**

2. Favourite things are things you like the most. Make a list of your favourite things: food, colour, sport, TV show, friend, animal, month, clothes. Do it like this: My favourite food is chocolate cake.



3. Word Steps  
Keep the steps going. Use the last letter in a LIST WORD to start a new LIST WORD. Do it like this.

duck  
e  
yell  
a  
was

great  
r  
e  
elephant  
o  
e

the children to make a collection of figurative expressions which could be used in their writing. Give them examples like these: **two peas in a pod; walking on air; down in the dumps; all tied up**. Challenge them to find other expressions and tell what they mean. You may encourage them to illustrate the literal meanings of the expressions.

## 2. Handwriting and Speech Practice:

- (a) Give the children extra time to practise the formation and joining of **r, s, e**. Have them pay special attention to joining **b** to **r: br, cr, fr, re, say, cry, seer**.
- (b) Have the pupils practise saying these words: **eaten, shorten, beaten, garden, taken, frighten**.

## DICTION SENTENCES

1. He will leave the city at **Easter**.
2. The baby played **alone**.
3. Run **along** now.
4. The lunch was **ready** long ago.
5. The sisters look **alike**.
6. Fred put on a **clean** pair of **jeans**.
7. At **breakfast** we eat brown **bread**.
8. We were **about** to go across the street.
9. Please give me the pink **thread**.
10. The apple was **eaten** by Jane.
11. The book was **read** by Mary.
12. The **beaver** lives in the water.

## ANSWERS

### A

- (1)(a) beaver, (b) breakfast
- (c) Easter (d) bread (e) ready (f) leave (g) alone (h) clean

### B

- (1)(a) read – bead (or any rhyming word) (b) read – head (or any rhyming word)
- (2) **Long -e:** reader, Easter, eaten, cream, teach, beaver, clean, nearly, leave, dear
- Short -e:** breakfast, ready, thread, bread, head
- (3) about, across, ago, alike, alone, along
- (4)(a) eaten (b) freshen, golden, frighten, broken
- (5) away, along, across, ago, afar, apart

### C

- (1), (2), (3) Answers will vary.

# UNIT 24

## 24

1	great front long	frost fresh hang	free bank present	frog thank pray
2	pretty drive thing	dream Friday think	drink frame trick	draw greater treat
3	trap broke good-bye page	cross print your	cried drag orange	cream nothing grandmother grandfather
4	large crop Miss	start beaver St.	dark Mr. Ms.	garden Mrs. leave
5	Easter alone alike	eaten across about	read along jeans	thread ago

### CHECK-UP

1. Be sure your handwriting helps your spelling. Do you remember to close the round parts of the letters a, d, g and q?

*a d g q*

2. Work with a partner. Pick a word from the LIST and ask your partner to spell it. Then let your partner pick a word for you.

### A

### WORD WISE

1. Look in Groups 3 and 4. Write the LIST WORDS that mean almost the same as  
screamed catch begin big go away
2. Look in Groups 1 and 5. Write the LIST WORDS that are opposites of  
back small uneaten unlike short stale

### OBJECTIVES

- Review
- Syllables

Note: The activities in this Review Unit may be completed in four teaching periods or as review is required.

### SKILLS REVIEWED

#### WORD MEANING

Synonyms A(1), (2)  
Antonyms A(1), (2)

#### WORD ANALYSIS

Suffixes B(4)

#### PHONETIC ELEMENTS

Alphabetical order B(2)  
Consonant blends C(1)

#### LANGUAGE SKILLS

Combining sentences C(2)

### ACTIVITY AIDS

**B(1)** The Word Watcher introduces the children to the method of dividing words into syllables between vowel and consonant. The rule given in the speller is a useful generalization. Recall, however, that root words and suffixes generally form separate syllables, as eat en and greater.

More important than dividing words in an exact spot is the ability to "sound out" and spell the syllables one at a time. Have the pupils find the words with more than one syllable by tapping out the vowel sounds; then have each of these words spelled in syllables, orally, as gar den, bea ver, grand fa ther.

**B****WORD WATCH**

If a word has two sounding vowels but only one consonant between these vowels, the consonant usually starts the second syllable.  
**o pen      a go**

- Divide these words into syllables. Leave a space between the syllables.  
**behind      beaver      alone      paper**  
**along      ladies      pony      Friday**
- Put these words in alphabetical order:  
 (a) **front, fresh, friend, frame, Friday**  
 (b) **drive, dream, drink, draw, dress**  
 (c) **train, tricky, trying, try, treat**  
 (d) **crop, cross, crying, crown, cried**

**Word Detective**

- Keep your eyes and ears open. In the LIST WORDS find
  - three words with double consonants (Look in Groups 2, 3, 4.)
  - five words which end in **e** (2, 3)
  - seven **th** words
  - four **nk** words (1, 2)
  - three words that are made up of two smaller words (3)
  - three words that have a suffix. Write the root words for these words. (2, 3, 5)
  - three words that have a soft **-g** sound. Underline **g** and the letter that comes after it. (3, 4)

**Word Builder**

- Add the suffix **y** or **ly** to the words in the box.

<b>cheer</b>	<b>great</b>	<b>friend</b>	<b>y</b> <b>+</b> <b>or</b> <b>ly</b>
<b>like</b>	<b>love</b>	<b>large</b>	
<b>snow</b>	<b>rain</b>	<b>cream</b>	
<b>quick</b>	<b>free</b>	<b>frost</b>	
<b>cross</b>	<b>luck</b>	<b>trick</b>	

**ANSWERS****A**

- cried, trap, start, large, leave
- front, great, eaten, alike, long, fresh

**B**

- be hind, bea ver, a lone, pa per, a long, la dies, po ny, Fri day
- (a) frame, fresh, Friday, friend, front  
 (b) draw, dream, dress, drink, drive  
 (c) train, treat, tricky, try, trying  
 (d) cried, crop, cross, crown, crying  
 (3) (a) pretty, cross, Miss (b) drive, broke, page, frame, orange, good-bye  
 (5) (c) thank, thing, think, nothing, grandmother, grandfather, thread  
 (d) bank, thank, drink, think (e) nothing, grandmother, grandfather  
 (f) greater-great; cried-cry; eaten-eat  
 (g) page, orange, large  
 (4) (a) cheery, greatly, friendly, likely, lovely, largely, snowy, rainy, creamy, quickly, freely, frosty, crossly, lucky, tricky  
 (5) Friday, Mr., Mrs., Miss, St., Ms., Easter
- C**  
 (1) free, tree; treat, bleat; draw, claw; brick, click, trick, slick (2); bring, swing, cling, sling (2); fried, dried, tried (2)  
 (2) Suggested sentences:  
 (a) I have a white kitten called Puffy.  
 (b) Tom is riding his new, red bike.  
 (c) Bill saw a yellow bird in a maple tree beside his house.  
 (d) Last week our class went on a hike to the woods.

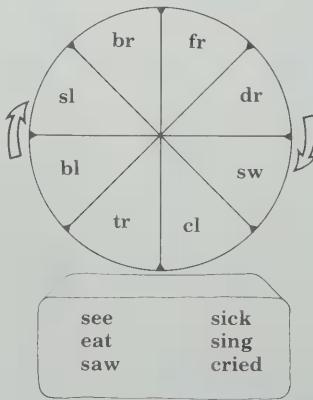
(b) When you have finished, trade your list of y and ly words with a partner. Decide together which words are correct. If you are not sure, ask your teacher or check with a dictionary.

5. Write the seven LIST WORDS that always begin with a capital letter.

## C

### WORD WIZARD

1. Pretend to spin the wheel. Make two rhyming words for each word in the box. Use the blends on the wheel.



2. Write one sentence to tell all the things that are told in three sentences. Do it like this:

Sue has a dog. It is big. It is black.  
Sue has a big, black dog.

(a) I have a kitten. She is white. We call her Puffy.  
(b) Tom has a new bike. It is red. He is riding on it.  
(c) Bill saw a yellow bird. It was in a maple tree. The tree was beside his house.  
(d) Our class went to the woods. We went last week. We went on a hike.

### PROVIDING FOR INDIVIDUAL NEEDS

1. **Creative Writing:** Encourage the children to create descriptions using **like** or **as**. Give them examples like these:

- The room was as hot as the inside of a toaster.
- Raindrops fell like tiny bursting balloons.
- We ran from the haunted house as quickly as melted butter on hot toast.

Have the children suggest some other comparisons of their own. They may then write and illustrate the most interesting ones.

#### 2. Handwriting and Speech Practice:

(a) Provide practice in the writing of these letter combinations: **pr**, **dr**, **ng**, **nk** and **th**.

(b) Help the children in pronouncing the final consonant clusters in these words: **sunk**, **sank**, **sink**; **band**, **bend**, **bond**; **drunk**, **drank**, **drink**; **wand**, **wend**, **wind**.

3. **Phonics:** Have the pupils review the long sound of **e** with these activities:

1. Write these words. Mark the long and short -e sounds: **let**, **lead**, **led**, **seat**, **set**, **Peter**, **pet**.
2. Make rhyming words for **eat** using **ch**, **tr**, **bl**.
3. Make rhyming words for **bread** using **thr**, **tr**, **d**.
4. Write another word that sounds the same as **heel**, **meet**, **deer**, **see**, **beet**, **week**.

## Shopping

Some words you might want to use:

shopping centre	department	buy
downtown	plaza	sell
drugstore	money	store



1. Look at the stores in the picture. In which stores could you buy each of the things below? Do it like this: kitten — Pet Shop
 

(a) some apples	(d) a puppy	(g) a pair of shoes
(b) a coat	(e) a chair	(h) candy
(c) a ball	(f) fish food	(i) some bandaids
2. Pretend you are going shopping for food with your mother or father. Shopping for food can be easy if you make a list of things you need. Read this shopping list:
 

<b>Things to Buy</b>	Make up a list of things you would like to buy.
potatoes	milk
chicken	eggs

 Write at least 15 foods on your list.
3. Do you ever read ads in a newspaper? Here is an ad for a toy store.

**Sale on Bikes**

**Only \$100.00**

**Many Colours**

**All Sizes**

**Fred's Bicycle Shop**

**102 Main St.**

Write a newspaper ad for one of these things.

- (a) hockey sticks
- (b) dolls
- (c) roller skates
- (d) yo-yo's

## WORDSHOP Shopping

Many of the words in the suggested list are within the pupils' aural vocabulary. Read them out and challenge the children to identify them. Explain the meanings and uses of all the words. As the children study the picture, let them point out the different stores. You may then have them complete the first activity.

**Activity (2)** stems naturally from the first one. In which stores will the shoppers go to buy different items of foodstuffs? Encourage the children to use a dictionary or page 101 of the Speller to discover the correct spelling of the names of food.

It will be useful to expose the children to actual newspaper ads so that they may discover the information given in an advertisement. Encourage them to plan their ads so that the important information stands out.

Extension activities might include:

- Compiling a list of types of shops in a community.
- Classifying produce sold at the grocery.
- Comparing the prices of different kinds of treats sold at the variety store. Simple graphing could be used.
- Making dioramas and murals by small groups dealing with various aspects of shopping.
- Writing adventure stories told by the produce at the butcher's or greengrocer's.

# UNIT 25

## OBJECTIVES

- y as a Consonant
- Syllables
- Changing y to i

Note: A test-study-test approach is recommended.

# 25

Thursday	buy	yesterday	lady
Saturday	fly	yourself	only
family	sky	yet	merry
early			sorry

Remember: your yellow year

Make the first part of y round.

*yellow your*

### A

## WORD WISE

1. Write a LIST WORD for each meaning.  
(a) before today (d) parents and children  
(b) a woman (e) the last day of the week  
(c) a colour

### B

## WORD WATCH



The consonant sound of y is heard at the beginning of *yesterday*, *yourself*, *yet*, *year*.

1. Y can be a consonant or a vowel. Look at the LIST WORDS. Decide if each y is a vowel or a consonant. Make a chart in your notebook like the one below. Write each LIST WORD under the correct heading and tell whether each y is at the beginning, at the end, or in the middle of each word.

Y is a consonant	Y is a vowel	Where
you		beginning

2. Look at the chart you made in question B 1.  
(a) When y is a consonant, where does it usually come in a word?  
(b) When y is a vowel, where does it usually come in a word?

## IDEAS FOR PRESENTATION

In this Unit the pupils will study words in which three different sounds of y are heard. Note that when y is used as a vowel it stands for **long -i**, **short -i**, or **long -e**. For example, y in *by* represents **long -i**, y in *many* represents **long -e** (or in some regions, **short -i**), and y in *bicycle* represents **short -i**.

In presenting the List Words pay attention to the clear and correct pronunciation of *ter* in *yesterday*; *tur* in *Saturday*; *i* in *family*; *ow* in *yellow*; -or sound in *yourself*. The *ay* in *yesterday*, *Saturday*, and *Thursday* may have either a **long-**

**a** or a **short -i** sound. In this speller it is treated as a **long -a**.

The presentation of **family** gives an opportunity to review **brother**, **sister**, **mother**, **father**, **baby** (Grade 2), and **uncle**, **aunt**, **grandmother**, **grandfather** (Grade 3).

Show the adjective value of **merry**, **sorry**, **early**. Discuss also the comparative and superlative forms.

## ACTIVITY AIDS

### A WORD WISE

**A(1)** Develop simple clues incorporating meanings to help the pupils identify all the List Words. For example, devise clues like the following: (a) It comes before Sunday. (**Saturday**) (b) It is the fifth day of the week. (**Thursday**) (c) It means the same as happy. (**merry**) (d) Not late. (**early**) (e) What birds do. (**fly**) You may have them identify each word, saying and spelling it. Have them write the words.

### B WORD WATCH

**B(1), (2)** Guide the children through the words of the Word Watcher. Let them repeat the example words and listen for the beginning consonant sound of y in each. Reinforce an awareness of this sound by having them say these words: **your**, **yes**, **yellow**, **young**, **yard**.

Write the following words on the board **my**, **shy**, **try**, **why**, **reply**. Proceed as before having the children read the words aloud and listen for the sound of y. Which vowel sound does it resemble?

Next, present the children with **candy**, **angry**, **copy**, **jelly**, **sunny**, **baby**. As they read each word, get them to listen for the sound of y. Which vowel sound is it like in this case?

Have the children read all the List Words that contain y. Then guide them to discover which y's have vowel sounds and which have the consonant sound.

**B(3)** reviews the skills of dropping the **final -e**, changing **y to i**, and doubling the final consonant before adding suffixes to root words. Introduce this activity by presenting the children with the following words and challenging them to add the suffix **er**: **shop**, **fly**, **dine**, **walk**. Write the new words on the board,

then have the children determine what changes, if any, the roots underwent before the suffix was added. Let them point out the root word in each new word.

**B(4)** introduces the division of compound words into syllables. Review the generalizations so far developed dealing with the syllabification of words. You may want to refer to Units 5, 15, 20 and 22. Discuss the procedure for dividing compound words into syllables as outlined by the Word Watcher. This is a two-step operation. First, separate the long word into two parts. Then divide each of these parts into syllables. For example, **grandmother**: **grand** **mother**, **grand** **moth** **er**. Provide further

practice using the following words: **afternoon**, **chuckwagon**, **everyone**, **pickaxes**.

### C WORD WIZARD

**C(1)** You may have the children use the clues already made up for A(1). Some of them may want to include other y words in their puzzle. Provide them with squared paper and demonstrate how they may arrange their chosen words, then make up appropriate clues for them.

## PROVIDING FOR INDIVIDUAL NEEDS

### 1. Creative Writing:

(c) Make a speech balloon and a picture of the WORD WATCHER and write a "rule", like this: When y is a consonant, it usually comes at the — of a word.

### Word Builder

#### 3. (a) Read the words below.

flying	prettiest	yearly	buyer
dreamy	families	hopped	skated
earlier	skies	nearly	merrily
frosty	foxes	classes	

#### (b) Ask yourself these questions.

- Was the root word changed when the suffix was added?
- Has a silent -e been dropped?
- Has y been changed to i?
- Has the last consonant been doubled?

#### (c) Write the root word for each word above.

A compound word is a word made of two or more smaller words, like **bedroom**.

When we divide a compound word into syllables, we divide it first into two smaller words, like **bed room**.

**bed**      **room**

Then we look and listen for syllables in the smaller words. There may or may not be more than one.

#### 4. Divide these words into syllables:

nothing      yourself      birthday      grandfather

### C

### WORD WIZARD

#### 1. Make up a Crossword Puzzle. Use only words with the letter y.

pupils look at a picture of a tranquil scene in a wood or park. Encourage them to put themselves in the picture. Suddenly they hear sounds in the woods. What are the sounds? Are they made by human beings or animals? Have the children write a story telling about the experience.

### 2. Handwriting and Speech Practice:

Let the children pay attention to the part played by the mouth and lips as they say these words: **spy**, **why**, **fry**, **apply**, **reply**, **supply**.

### 3. Phonics:

1. Write these letters in alphabetical order: **y, b, p, a, j, x, q, c, f, s, u**.
2. Build words by adding: (a) **ing** to **buy**, **fly** (b) **es** to **sky**, **cry** (c) **s** to **your**, **day** (d) **ly** to **year**, **present**.
3. Add **er** to: **merry**, **happy**, **sorry**, **early**.

## DICTATION SENTENCES

1. Always **buy** good, fresh meat.
2. Little bird, **fly** to **your** nest.
3. This is a good **year**.
4. We had a **merry** time on **Saturday**.
5. We were **sorry** when the **yellow** leaves fell.
6. **Yesterday** was **Thursday**.
7. **Only** one of the **ladies** was late.
8. The rest came **early**.
9. Work by **yourself**.
10. My **family** does not want me to go **yet**.
11. The **sky** is red.

## ANSWERS

### A

(1)(a) **yesterday** (b) **lady** (c) **yellow** (d) **family** (e) **Saturday**

### B

(1) **Y** is a **Consonant** (beginning) **your**, **yellow**, **year**, **yesterday**, **yourself**, **yet**

**Y** is a **Vowel** (end) **fly**, **buy**, **sky**, **family**, **early**, **lady**, **only**, **merry**, **sorry**

(2)(a) beginning (b) end (c) When y is a consonant, it usually comes at the beginning of a word.

(3)(c) **fly**, **pretty**, **year**, **buy**, **dream**, **family**, **hop**, **skate**, **early**, **sky**, **near**, **merry**, **frost**, **fox**, **class**

(4) **no** **thing**, **your** **self**, **birth** **day**, **grand** **fa** **ther**

### C

(1) Answers will vary.

# UNIT 26

## OBJECTIVES

- Contractions
- long -i spelled igh
- Changing y to i before er and est
- Silent letters

Note: A test-study-test approach is recommended.

# 26

won't	haven't	shouldn't	bright
don't	doesn't	wouldn't	might
can't	didn't	what's	fight
isn't	tonight	it's	high
Don't forget: o'clock			its

Practise these capital letters:

a B C D E F G

## A

### WORD WISE



Short forms or contractions are made by putting two words together, like do not — don't. The little mark called an apostrophe takes the place of the letters left out.

1. Read these sentences:  
"It is very good."      "It's very good."  
The apostrophe takes the place of i in the word is.  
It's is a contraction for it is.  
Write a short form or contraction instead of the underlined words in each sentence. Use your LIST WORDS.  
(a) Please do not leave the door open.  
(b) You have not brushed your teeth today.  
(c) He would not do his reading.  
(d) This work is not too hard.  
(e) Mother did not come home from work on time.  
(f) She does not like him.  
(g) Tom should not do that today.  
(h) What is the time?
2. Look up it's and its on pages 98-99 (Words That Sound the Same). Write these sentences and use its or it's.  
(a) The dog hurt \_\_\_\_ foot. (c) \_\_\_\_ too far to walk.  
(b) \_\_\_\_ in \_\_\_\_ cage.

### IDEAS FOR PRESENTATION

The emphasis in this Unit is to give the children practice in writing contractions using the apostrophe. All the contractions in this Unit are based on words that have been taught in Grade 2 or 3. As the List Words are read aloud, listen for the final -t sound in most of them; this should be clearly said.

Some phonetic features to study are:

- (a) long -o sound in **don't** and **won't**
- (b) short -o sound spelled a in **what's**
- (c) short -u sound spelled oe in **doesn't**

- (d) long -i sound with silent -gh
- (e) short -oo sound in **shouldn't** and **wouldn't**
- (f) -z sound of s in **isn't** and **doesn't**
- (g) silent -l in **shouldn't** and **wouldn't**
- (h) digraph sh in **shouldn't**

### ACTIVITY AIDS

#### A WORD WISE

**A(1)** Provide oral practice in listening for contractions. Say these sentences:

- (a) I'm coming home at five o'clock.
- (b) What's your name?
- (c) That's the way I'm taking home.

Challenge the children to identify the contractions and give the words from which they were formed.

Provide written practice in identifying contractions. Write sentences such as the following to study the long and short forms:

- We **don't** know. We **do not** know.
- John **isn't** coming. John **is not** coming.
- **What's** wrong? **What is** wrong?
- It's my turn. **It is** my turn.

Pupils will see that the apostrophe takes the place of letters that are omitted. Contractions are used in speech because they are easier to say. They are not usually used in written language unless a conversation is being recorded.

**A(2)** Help the pupils to distinguish between **its** and **it's**. These words are very frequently misspelled at all levels. A clear initial presentation will often avoid difficulty later on. The pupils should learn to depend entirely on the context. **Its** is related to **hers**, **his**, **yours**, **ours**, and is used in a possessive ("belonging to") sense. **It's** is a short form of **it is**, and is related to **he's**, **she's**, **what's**.

#### B WORD WATCH

**B(1)** The Word Watcher points out the igh spelling for the long -i sound. This spelling of long -i was taught in Grade 2 (light, night, right). Write **lit**, **light**; **sit**, **sight**; **fit**, **fight** on the chalkboard to show how the silent -gh makes the -i long. An oral exercise to elicit rhyming words might be: What igh word do you think of when you hear these clues?  
(a) left and \_\_\_\_ (b) day and \_\_\_\_  
(c) not loose but \_\_\_\_ (d) a bright \_\_\_\_  
(e) gave a sad \_\_\_\_ (f) a fierce \_\_\_\_

**B(2)** focuses on silent consonants in words. Before the children write, put these examples on the board: lamb, honest, knee, crumb, wren, nestle, calf, gnat. Get individuals to read the words, challenging other children to listen for those consonants that are not heard. Draw a line in coloured chalk through these silent consonants and write them next to the word.

**B(3)** reviews arranging words in alphabetical order.

**B(4)** focuses on adding *er* and *est* to words ending in a consonant and *y*. Read the Word Watcher's instructions with the children, then have them practise with these words: funny, angry, busy, silly, jolly.

## B

### WORD WATCH



The long *-i* sound in some words is spelled by *i* followed by silent *gh* as in *high*.

1. Write the LIST WORDS that have this sound-letter pattern: *-i* = *igh*

### Word Detective



2. Look for silent consonants in these words. Do it like this: *high — gh*

shouldn't	knife	sign	listen
wouldn't	high	knot	climb
write	tonight	might	bright

3. Are these groups of words in alphabetical order? If not, write them in alphabetical order.
  - (a) bright, fight, high, tonight, might
  - (b) didn't, doesn't, don't, shouldn't, wouldn't
  - (c) won't, can't, it's, haven't, what's

### Word Builder



When adding *er* or *est* to some words ending in *y*, change *y* to *i*.

funny	funnier	funniest
-------	---------	----------

4. Write these words. Then change *y* to *i* and add *er* and *est*.

sleepy	merry
sorry	pretty
early	sticky

## C

### WORD WIZARD

In this section the children are challenged to use their imagination to write original stories. Discuss the means by which our senses help us experience events like the ones listed in the activity. What can we feel when roller skating down a hill? What can we see? Discuss the children's suggestions then have them write sentences.

### PROVIDING FOR INDIVIDUAL NEEDS

1. **Creative Writing:** "Fire! Fire!" cried the father, as he rushed to the

telephone. When he tried to dial, the line was dead!

Give pupils the above outline and let them complete the story. Have them draw pictures to illustrate the stories.

**2. Phonics:** Let the children complete these activities for further review:

1. Write these contractions with their long forms, as **don't** = **do not**: **wouldn't**, **aren't**, **they'll**, **he's**, **it's**.
2. Underline the silent letters in **should**, **light**, **buy**, **knew**, **have**, **hopped**, **skies**.
3. Use the correct word: (*it's*, *its*) **feet**; (*it's*, *its*) **done**; (*it's*, *its*) **coming**; (*it's*, *its*) **branches**.

### DICTION SENTENCES

1. John **won't** go out when **it's** dark.
2. They **haven't** any cream.
3. The dog has cut **its** foot.
4. **Shouldn't** we stay?
5. It **isn't** time to go yet.
6. We **don't** know **what's** wrong.
7. He **didn't** jump very high.
8. We **might** go.
9. He **wouldn't** fight.
10. The **bright** blue dress is prettier.
11. She **doesn't** want to leave **tonight**.
12. He **can't** go at six **o'clock**.

### ANSWERS

#### A

- (1)(a) **don't** (b) **haven't** (c) **wouldn't** (d) **isn't** (e) **didn't** (f) **doesn't** (g) **shouldn't** (h) **what's**
- (2)(a) The dog hurt **its** foot. (b) **It's** in **its** cage. (c) **It's** too far to walk.

#### B

- (1) tonight, bright, might, fight, high
- (2) shouldn't — *l*, knife — *k*, sign — *g*, listen — *t*, wouldn't — *l*, high — *gh*, knot — *k*, climb — *b*, write — *w*, tonight — *gh*, might — *gh*, bright — *gh*
- (3)(a) bright, fight, high, might, tonight (b) correct (c) can't, haven't, it's, what's, won't
- (4) sleepy, sleepier, sleepiest; sorry, sorrier, sorriest; early, earlier, earliest; merry, merrier, merriest; pretty, prettier, prettiest; sticky, stickier, stickiest

#### C

- (1) Answers will vary.

# UNIT 27

## OBJECTIVES

- Long -a sound spelled eigh
- -ow sound as in out and cow
- Suffix er
- er in Root Word

Note: A test-study-test approach is recommended.

## 27

around	flower	eight	before
scout	downstairs	eighty	behind
mouse	knew	hundred	air
ground			often

Remember: begin began crown

Learn to write these capital letters correctly.

K J X L M N

### A

## WORD WISE

1. Climb the stairs. Write a LIST WORD for each meaning.

(c) earth	(f) what we breathe
(b) forty plus forty	(e) four plus four
(a) the before (past) word for know	(d) the before (past) word for begin

### B

## WORD WATCH



The vowel sounds in the words out, our, cow and how are nearly the same. Notice the letters ou, ow.

1. Write the missing LIST WORDS. Use the **ow** and **ou** clues.
  - where some animals make their homes  
— ou —
  - an animal that a cat might chase — ou —
  - part of a plant — ow —
  - opposite of upstairs — ow —
  - on all sides — ou —
  - something a queen wears — ow —
  - to explore — ou —

## IDEAS FOR PRESENTATION

Have the List Words read aloud several times while the pupils watch their books to see the spelling of the various vowel sounds. The t in often may be sounded or silent; the spelling is easier to learn if all the letters are pronounced. Some interesting vowel sounds are:  
(a) -ow sound in around, ground, mouse, flower, down, crown  
(b) -air sound in stairs and air.  
(c) long -u sound in knew (dew, few, pew, new)  
(d) long -i sound in behind (find, kind, mind)  
(e) short -i sound spelled e in

before, behind, begin, began.

Let pupils discover the silent -k in knew and -gh in eight and eighty. Show the silent -e in before.

Ask the pupils for the word that means more than one mouse. Discuss **grind**, **ground**; **begin**, **began**; **know**, **knew**; **found**, **find**. Let pupils give the opposites of **downstairs (upstairs)**, **begin (end)**, and **before (behind or after)**.

## ACTIVITY AIDS

### A WORD WISE

**A(1)** Point out the stairs to the children. Get them to tell that written on the steps are clues to List Words. Work with them as they identify the List Words. As in previous activities of this kind, you may want to have the children create meaning clues for additional List Words. Or you may want to have them write double meanings for the List Words with more than one meaning and have others identify the words. For example: which word means (a) a tune? (b) the gas you breathe? (c) a blossom? (d) the best part? This game type activity could be done orally or written.

### B WORD WATCH

**B(1)** The Word Watcher explores the sound of -ow, spelled **ou** and **ow**. Provide practice in listening for the sound of -ow in words. Say the following words, one at a time, and have the children indicate when they hear the sound of -ow. Then write the words on the board: **cloud**, **town**, **go**, **boom**, **clown**, **found**, **toy**, **loud**, **grow**, **power**. Point out the generalization that we often spell the -ow sound with **ou** and **ow**.

**B(2)** calls upon the children to identify List Words with two syllables; with the initial sound spelled **be**; and with a medial blend **dr**.

**B(3)** focuses on the distinction between **er** as a suffix and **er** as part of a root word. Reinforce the Word Watcher's generalization by pointing out that: (a) The suffix **er** could be removed from a word and the part that is left is still a word (the root word). (b) If **er** is removed from a word in which it is not a suffix, the part that is left is not a word. Illustrate these generalizations using the following words: **er as a suffix**: hopper, greater, larger, funnier; **er as part of the word**: Easter, powder, mother.

## C WORD WIZARD

**C(1)** The activity in this section is aimed at challenging the children to describe fictitious animals which they create themselves. Help the children read the instructions aloud. Write **dogephant** on the board and let them tell how the name was formed. Encourage them to give the names of some real animals and list these on the board. Discuss important facts about each animal. Then challenge the children to combine animals of their choice. They may then write about the ones they created, or the ones suggested in the activity. Give the children time to draw pictures of their creatures and to share the stories about them.

Encourage them to display their pictures and stories.

## PROVIDING FOR INDIVIDUAL NEEDS

### 1. Handwriting and Speech Practice:

(a) Have the children practise the proper way of combining **ow** and **ou**. Use List Words.  
(b) Demonstrate to pupils how they should say **-ah + -oo** quickly to make the sound in: **town, sound, round, how, prowl, chowder, bound, flower, downstairs, mouse, doubt, brown cow, loud shout, flower power.**

## Word Detective



2. Good eyes and good ears make a good Word Detective. Find and write  
(a) two number LIST WORDS that have two syllables each  
(b) four LIST WORDS that start with the letters **be**  
(c) one LIST WORD that has a **dr-blend**  
(d) one LIST WORD that has a **t** in the middle

In some words, **er** is a suffix, like **brighter**.  
In some words, **er** is part of the word, like **mother**.

3. Write these headings:  
**er as Suffix**      **er as Part of Word**  
Put each of these words under the right heading.  
(Think about what each word means.)

brother	flower	helper	teacher
farmer	funnier	father	ladder
carpenter			bigger

## C

## WORD WIZARD

### 1. Half and Half Animals

If there was a strange animal that was half dog and half elephant, it might be called a "dogephant".

(a) What names might these animals have?  
(1) half kitten, half mouse?  
(2) half seal, half alligator?  
(3) half dinosaur, half monkey?  
(b) Draw a picture of one of the half-and-half animals.  
(c) Make up three more strange animals.  
Draw them and give them names.



**2. Phonics:** Some pupils will benefit from the extra practice provided by these activities:

1. Make words by adding the suffixes  
(a) **ing** to **know, air, flower, try, care**  
(b) **er** to **round, thin, fat, jolly**
2. Make new words by changing one vowel in **scout, begin, mouse, down, knew**.
- 3.(a) Write three List Words that have silent consonants. Underline the silent consonants.  
(b) Write two List Words that end in silent **-e**.
4. Write these in words: **2, 4, 6, 8, 10.**
5. Finish these sentences with List Words:  
(a) Some birds build their nest on the \_\_\_\_\_.  
(b) Ten eights are \_\_\_\_\_.  
(c) Five eights are \_\_\_\_\_.  
(d) Before is the opposite of \_\_\_\_\_.

## DICTATION SENTENCES

1. Drive **around** the block.
2. Her **crown** was made of **flowers**.
3. They **knew** the **ground** was wet.
4. **Scout** for a spot to camp.
5. He has a sad **air**.
6. We often **begin** the day with a song.
7. **Eight** pounds of candy were sold.
8. Count to a **hundred** before you run.
9. We found the box **downstairs**.
10. The **mouse** **began** to eat.
11. He is **eighty** years old.
12. Look **behind** you.

## ANSWERS

### A

(1)(a) knew (b) eighty (c) ground  
(d) began (e) eight (f) air

### B

(1)(a) ground (b) mouse (c) flower  
(d) downstairs (e) around (f) crown  
(g) scout  
(2)(a) eighty, hundred (b) begin, began, behind, before (c) hundred  
(d) often

**(3) er as Suffix:** helper, teacher, bigger, farmer, funnier  
**er as Part of Word:** brother, flower, father, ladder, carpenter

### C

(1) Answers will vary.

# UNIT 28

## OBJECTIVES

- Long and short -oo
- Long -o spelled ow

Note: A test-study-test approach is recommended.

# 28

own	noon	ruler	shout
window	poor	suit	golden
show	wood	rule	Wednesday
low	wooden	broken	tomorrow

Don't forget: stood

All the capital letters must touch the top line.

O P Q R S T

### A

## WORD WISE

1. The word ruler has two meanings. Use the pictures as clues and write a sentence for each meaning.



### B

## WORD WATCH



The long sound of oo (oo) is heard in moon, too. The short sound of oo (oo) is heard in look, took.

1. Write the headings: oo oo

Listen to each word and then write it under the correct heading.

broom	stood	book	tooth
goose	spoon	school	good-bye
noon	wooden	foot	poor



Sometimes the long -o sound is spelled ow, as in snow. Sometimes ow has the vowel sound heard in the word cow.

2. Write each group of words. Underline the word in each group that doesn't sound the same. Listen for the two sounds of ow.

## IDEAS FOR PRESENTATION

This Unit contains a number of words that require the pupils to pay attention to their pronunciation. Point out the part played by the lips, teeth and mouth in speaking. As pupils read the words aloud, listen for distinct enunciation of -w in the initial position, and for rounded long -o and long -oo sounds. Some dictionaries show a long -u sound in suit, others a long oo.

Wednesday may be pronounced with two syllables or three. Check with your dictionary. As this is the last day of the week to be presented,

it would be desirable to review the other days at this point. Pupils may enjoy reading an old nursery rhyme — "Solomon Grundy". You may have them tell on which day of the week they were born. Encourage them to devise a puzzle using the days of the week.

Other "time words" may be discussed. With tomorrow, recall today, yesterday, and with noon recall morning, evening, night. What time of day is noon? What word do we use for 12 o'clock at night? Notice the short -o before the double consonant in tomorrow. Develop with the class the meanings and uses for each List Word. Pay attention to multiple meanings and uses of own, show, low, wood, ruler, suit. Show the uses of stand and stood, and of break, broke, broken.

## ACTIVITY AIDS

### A WORD WISE

**A(1)** should be completed while the multiple meanings of List Words are being discussed. Read through the instructions with the children and guide them to the pictures. Discuss the two different meanings of the word ruler. Have the children make up oral sentences for the meanings then have them write the sentences. You may extend this activity by encouraging the children to draw pictures to illustrate two meanings for other words. List Words that could be included are show, low, wood, suit. Other words are spring, bow, box, stern, letter.

### B WORD WATCH

In this section the Word Watcher introduces the children to the sounds of long and short -oo, -ow as in cow, and -ow with a long -o sound.

**B(1)** Have the children read the following list of words from the board: food, hook, pool, good, stoop, wood. Challenge them to classify the words into two groups according to the vowel sound. Help them distinguish between the long sound of oo in food, pool and stoop, and the short -oo in hook, good and wood.

**B(2), (3)** focuses on the two sounds of -ow. Get the children to classify these words according to their vowel sounds: tower, crow, blow, towel,

**crowd, show, blower, shower.** Let them discover that **-ow** may be pronounced either **long -o** as in **slow** or **-ow** as in **fowl**. Point out the generalization in the Word Watcher's balloon.

**B(4)** reviews identifying root words.

**B(5)** Develop while the words are presented.

**B(6)** reviews arranging words in alphabetical order.

### C WORD WIZARD

**C(1)** Recall using describing words as developed in C(1), Unit 23. Point out the instructions and have the children work independently.

**C(2)** The use of "when" clauses will help the children to write more

mature, two-part sentences. Point out the example at the bottom of the page and help the children see the cause-effect relationship in the two-part sentences.

## PROVIDING FOR INDIVIDUAL NEEDS

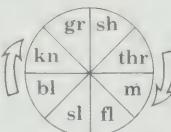
**1. Creative Writing:** For this activity provide the children with a list of names, male and female. Challenge them to select a name and create a person for it. What kind of a person is it? What funny or interesting things does the person do? Encourage the children to write sentence stories about their character.



- (a) window show grow clown
- (b) brown town low crown
- (c) now own tomorrow throw

### Word Builder

3. Write rhyming words for **low**. Use the letters on the wheel.



### Word Detective

4. Write the root words. (Remember **y** changes to **i** sometimes.)

slowly	owner	happily	shouted
taking	ruling	poorest	broken
golden	wooden	suited	ruler

5. Write a LIST WORD that is the name of a day of the week. Say it. Write the number of syllables you hear.

6. Write these words in alphabetical order:

- (a) wooden, window, wood, rule, ruler
- (b) shout, show, stood, should, suit



### C

### WORD WIZARD

1. Kermit's sentences need words to make the naming words more interesting. Write the sentences again. Use one or two words every time you see \_\_\_\_\_. Do it like this: \_\_\_\_ sky — clear, blue sky

2. Finish these sentences, telling what you would do when each of these things happens:

- (a) When the baby is crying,
- (b) When Father is talking on the telephone,
- (c) When summer comes,

Do it like this: When the bell rings, we go home.

- (a) At home, we have a \_\_\_\_ puppy who likes to eat \_\_\_\_ cake.
- (b) It was a \_\_\_\_ day and the \_\_\_\_ sun shone in the \_\_\_\_ sky.
- (c) The \_\_\_\_ fox ran under the \_\_\_\_ tree.

### 2. Handwriting and Speech Practice:

- (a) Have the pupils pay attention to spacing between letters as they write: **climb, blind, free, child**.
- (b) Demonstrate how the pupils put their lips forward and keep their teeth open as they say: **broom, goose, noon, tooth, loon, boot, loot, groom, two, mood, ado; How do you do? Did you choose blue shoes?**

**3. Phonics:** These activities will provide extra practice for some pupils:

- 1. Write the prefix **un** with **known, broken, done**.
- 2. Write four rhyming words for each of these: **low, moon, out, look**.

## DICTION SENTENCES

- 1. Show me your new suit.
- 2. Help the poor child.
- 3. Tomorrow will be

**Wednesday.**

- 4. Six wooden chairs stood around the table.
- 5. The story is about a **golden** egg.
- 6. Use your **own** pencil and **ruler**.
- 7. Don't **shout** in the house.
- 8. That's a good **rule**.
- 9. At **noon** we eat lunch.
- 10. Two glasses were **broken**.
- 11. The water is **low**.
- 12. The toys are made of **wood**.
- 13. Please close the **window**.

## ANSWERS

### A

(1) Answers will vary.

### B

- (1) **long -oo:** broom, goose, noon, spoon, school, tooth, poor
- short -oo:** stood, wooden, book, foot, good-bye
- (2)(a) window, show, grow, **clown**  
(b) brown, town, **low**, crown  
(c) **now**, own, tomorrow, throw
- (3) low — grow, show, blow, slow, know, throw, flow, mow
- (4) slow, own, happy, shout, take, rule, poor, broke, gold, wood, suit, rule
- (5) Wednes day or Wed nes day
- (6)(a) rule, ruler, window, wood, wooden  
(b) should, shout, show, stood, suit

### C

(1), (2) Answers will vary.

# UNIT 29

## OBJECTIVES

- Long -o spelled oa
- Sound of -or as in horse
- Substituting Vowel Combinations

Note: A test-study-test approach is recommended.

# 29

load	born	sure	catch
oak	forgive	zoo	dishes
coal	sport	forty	break
soap	horses		visit

Remember: morning nothing

Watch the curls on these capital letters:

U V W X Y Z

### A

## WORD WISE

1. Work with a partner. Write a puzzle and match LIST WORDS with meanings. Use at least seven LIST WORDS. Do it like this:  
(a) A kind of tree. (oak)

### B

## WORD WATCH



The long -o sound is sometimes spelled oa as in coat.

1. Write the LIST WORDS that have the long -o sound spelled oa. Underline oa in each word.
2. (a) Some "doing" words add es. Write go and do adding es. Underline the word in which es changes the vowel sound.  
(b) Some "naming" words add es to mean more than one. Write dish. Make it mean more than one.
3. Remember that r after a vowel sometimes changes the sound of the vowel. An o with r makes the new sound we hear in fork. Write six LIST WORDS with the letters or. Listen to the sound of or.



## Word Builder

4. Write these words: load, forgive, catch, break, visit. Each of these words can be a "doing" word. Write each word again adding ing.

## IDEAS FOR PRESENTATION

Have individual pupils read the List Words aloud while the others watch their books to see the letters that stand for the sounds they hear. Draw attention to the three sounds given by s:

(a) -s sound in sport and soap

(b) -z sound in dishes and visit.

This is exactly the same sound that they hear in zoo.

(c) -sh sound in sure. This is an uncommon spelling of -sh sound; it is found also in sugar.

What sounds are given by s in horses?

Recall the generalization that

"when the vowels oa go walking, the first does the talking". Ask the pupils for the four List Words that follow this "rule" (load, oak, coal, soap). In these words the long -o sound is heard, and the a is silent. Remind the class that a few words do not follow the rule. Recall the word great. What List Word has the same spelling of the long -a sound (break)? Which vowel is silent, and which "does the talking", in great and break?

Two spellings of the long -oo sound are reviewed in sure and zoo.

## ACTIVITY AIDS

### A WORD WISE

**A(1)** Challenge the pupils to make up simple crossword puzzles. Demonstrate on the board how these could easily be done using squared paper.

### B WORD WATCH

**B(1)** introduces the long sound of o spelled oa as in boat. To introduce the activity, you might use the following approach: Write on the board the key sentence, "Show Rose your coat". Pupils will recall the o-e and ow spellings of the long o sound. Use these words to show the oa spelling: boat, goat, coat, Joan.

As a review, list pupil-suggested words on the board under the headings o-e, ow, and oa. Follow this drill by dictating the following words: soap, grow, coat, road, rose, oak, hope, broke, wrote, window, toast, own. Have the children indicate the spelling of the long -o sound in each.

**B(2)(a)** Have the pupils see that when es is added to go and do, goes retains its long -o sound, while does takes on a short -u sound. Write the words on the board with coloured chalk for the o. Get pupils to see the -z sound spelled s in goes and does.

**(b)** Write dishes on the board and get the children to tell that the word stands for "more than one" dish. Let them tell how dish was changed to give the word dishes. Point out to them that most "naming" words ending in sh change to mean "more than one" by adding es. Reinforce this generalization by getting from pupils: one wish, two wishes; one dash, two dashes; one brush, two brushes. Write these on the board,

using coloured chalk for the ending.

**B(3)** reviews the effect **r** has on vowels. Work through this activity with the children. These words may be used to show the pupils how the sound of a vowel is changed by **r**:

**cat, had, pot, spot, cod, hose, toe; cart, hard, port, sport, cord, horse, tore.** The **-or** sound is sometimes spelled **our**, as in **your** and **four**. Then the pupils must study the word well to remember the **u**.

**B(4)** gives practice in adding **ing** to root words. The children should be told that the **t** in **visit** is not doubled when adding **ing**.

**B(5)** focuses on vowel substitution using vowel combinations. You may conduct this activity with the chil-

dren working as a group or have them write answers individually. Note, however, that the children's answers will vary as several substitutions can be made in most of the words.

## C WORD WIZARD

**C(1)** To introduce the children to the activity in this section, write the List Word **sport** on the board and challenge the children to change a letter to get a new word meaning "not tall". Show that changing **p** to **h** gives the word **short**. You may show them how the word could be changed by letter substitution to **spurt**, **snort**, or **spout**. Work through the examples with them then challenge them to create their own puzzles.

5. Change the vowels in the words below and make new words. Use a new pair of vowels from the vowel box.

(a) lead	too	sheet	beet
door	cool	tooth	feet
(b) led	net	fed	had
no	so	son	sat

### Vowel Box

ea ee	ow oa	ay ai
oo — short -oo (as in book)	oo — long -oo (as in moon)	ou as in ow out or cow
ea — short -e	ew — long -oo (as in flew)	oi as in oy point or boy

## Word Detective

6. (a) Write the LIST WORD that rhymes with **cure**.  
(b) Write the LIST WORD that rhymes with **two**.  
(c) Underline the small words you see in **visit**.  
(d) Write the LIST WORD that has the **short -u** sound but no **u**.



## C

## WORD WIZARD

1. Change a letter. Make a word.

- Write **load**. Change a letter and write a new word that means "a street".
- Write **break**. Change two letters and write a new word that means "a kind of meat".
- Write **horses**. Change a letter and write a new word that means "places where you might live".
- Write two of your own "Change a letter. Make a word" puzzles. Trade with a partner.

## PROVIDING FOR INDIVIDUAL NEEDS

**Creative Writing:** Challenge the pupils to select a classmate or some other person, and write a few sentences telling about the person. Tell them not to use a name. They should paint a "word picture" of the person telling about size, dress, etc.

## DICTION SENTENCES

- They will **visit** the **zoo**.
- We have **nothing** to do this **morning**.
- He is a good **sport**.
- I can **catch** the ball.
- They **loaded** the train with **coal**.
- We should **forgive** them.
- When were you **born**?
- Tom will not **break** the **dishes**.
- Three **horses** stood by the **oak** tree.
- Be **sure** to use lots of **soap**.
- This house is **forty** years old.

## ANSWERS

### A

(1) Answers will vary.

### B

- load, oak, coal, soap
- (a) go, goes; do, **does** (b) dish, dishes
- born, forgive, sport, horses, forty, morning
- load, loading; forgive, forgiving; catch, catching; break, breaking, visit, visiting
- (a) **lead**: load, or loud; **too**: tea, tee, tow, or toy; **sheet**: shoot or shout; **beet**: boat, bait, beat, bout, or boot; **door**: dear or deer; **cool**: cowl, coal or coil; **tooth**: teeth; **feet**:feat or foot
- (b) **led**: load, lead, laid or loud; **net**: neat or newt; **fed**: feed or food; **son**: seen, soon, sown; **so**: sea, see, sow, say, soy, or sew; **no**: now, nay, or new; **had**: head, head, or hood; **sat**: seat or soot.
- (c) **sure** (b) **zoo** (c) **is**, it (d) **nothing**
- (d) **load** — road (b) **break** — steak (c) **horses** — houses (d) Answers will vary.

### C

# UNIT 30

## 30

1	Thursday Saturday merry sorry	buy fly sky	yesterday yourself yet	family early lady only
2	won't haven't don't can't	isn't doesn't what's it's	shouldn't wouldn't didn't its	bright might fight high tonight
3	around scout mouse ground	flower downstairs behind	eight eighty before	hundred knew air often
4	own window show low	noon poor tomorrow wooden	ruler suit rule broken	shout golden Wednesday wood
5	load oak coal soap	born forgive sport horses	sure zoo forty	catch dishes break visit

### CHECK-UP

1. Make a list of your problem words from Units 25 to 29. Look at the list below. Beside which headings could you write your problem words?

- y as a Consonant
- y as a Vowel
- Compound Words
- Short Forms or Contractions

- igh Words
- ou and ow Words
- oo or oa Words
- Other Problems

### OBJECTIVES

- Review
- Linking Word Meanings
- Future Form of Verbs

Note: The activities in this Review Unit may be completed in four teaching periods or as review is required.

### SKILLS REVIEWED

#### WORD MEANING

Matching words with meanings A(1)  
Homonyms A(2)

#### WORD ANALYSIS

Suffixes y and ly B(1)  
Suffixes er and est B(3)  
Doubling B(2)

#### LANGUAGE SKILLS

Future tense C(1)

### ACTIVITY AIDS

**C(1)** This activity introduces the "after now" or "future" tense. Introduce this concept with simple forms such as:

Now

I go.

You go.

They go.

After Now

I shall go.

You will go.

They will go.

Use these forms in context, as "Today I go," "Tomorrow I shall go." I and we take **shall** as a helping word; other naming words take **will**. Use other words such as **fly**, **shout**, **forgive**, until the pupils can readily supply the After Now forms.

## ANSWERS

### A

### WORD WISE

1. Match a word in column (A) with a word in column (B) like: **read — newspaper**. Write them in pairs.

(a) A	B	(b) A	B
read	book	soap	woods
family	game	years	waves
flower	numbers	oil	months
sport	children	deer	heat
buy	plant	foam	music
count	groceries	horn	clean

2. Choose the right word to match each meaning:  
ate — eight      would — wood      its — it's  
buy — by      knew — new

(a) a number	(e) belonging to it
(b) it is	(f) understood
(c) pay for	(g) not old
(d) lumber	(h) past form of eat

### B

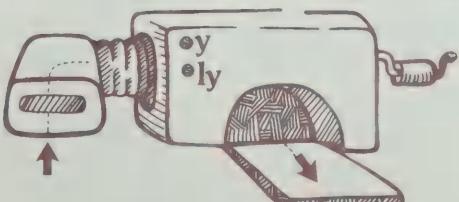
### WORD WATCH

#### Word Builder



1. The Suffix Machine will add y or ly to these words. Put them in the machine and write the new words.

near	neat	sleep	bright
cross	dream	eight	water
glass	frost	great	sure
nice		free	poor



81

### A

(1) (a) buy — groceries; family — children; flower — plant; sport — game; count — numbers; read — book (b) soap — clean; years — months; oil — heat; deer — woods; foam — waves; horn — music  
(2) (a) eight (b) it's (c) buy (d) wood (e) its (f) knew (g) new (h) ate

### B

(1) nearly, neatly, sleepy, brightly, crossly, dreamy, eighty, watery, glassy, frosty, greatly, surely, nicely, freely, poorly  
(2) (a) leaving, swimming, forgiving, stopping, beginning, spacing, sitting, ruling  
(b) scouting, breaking, buying, shouting, flowering, visiting, showing, flying  
(3) high — higher, highest; large — larger, largest; small — smaller, smallest; great — greater, greatest; green — greener, greenest

### C

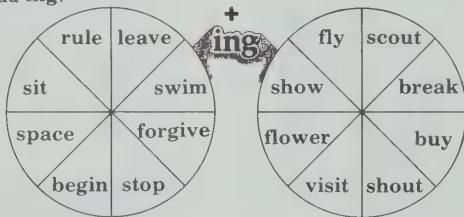
(1) Past	Present
(a) He worked.	He works.
(b) I asked.	I ask.
(c) They did.	They do.
(d) We talked.	We talk.
(e) She looked.	She looks.

**(1) Future**

(a) He will work.  
(b) I shall ask.  
(c) They will do.  
(d) We shall talk.  
(e) She will look.

2. Add ing to each "doing" word.

(a) Double the final consonant or drop the silent e as you add ing: (b) Don't change the root words. Add ing.



3. The suffixes er and est are sometimes called "more" and "most" endings. Write each word twice, adding er and est. Do it like this: poor — poorer, poorest. high large small great green

## C

### WORD WIZARD

You already know about the present (now) and past (before) forms of "doing" words.

Present — Today I walk. or Today I am walking.  
Past — Yesterday I walked.



The after now or future form of a "doing" word means something has not happened yet. Tomorrow I shall walk. For the future form, the "doing" word needs a helping word, like shall or will.

1. Write the after now or future forms of the doing words in these short sentences. The first sentence is done for you.

Past	Present	Future (After Now)
(a) He worked.	He works.	He will work.
(b) I asked.	I ask.	I shall
(c) They did.	They do.	They will
(d) We talked.	We talk.	We shall
(e) She looked.	She looks.	She will

### PROVIDING FOR INDIVIDUAL NEEDS

**1. Creative Writing:** Have the children select and write about a person as if they were relatives. What interesting thing could they say about the person?

#### 2. Handwriting and Speech Practice:

(a) Have pupils think about letter spacing as they combine oa in these words: oak, poach, loaf. "Float the boat in the moat," groaned the coach.

(b) As pupils say the following words, let them think about the part the mouth, lips and tongue play: cloak, cold, close, clothes, clove, clover, soak, soap, sold, load, loaf, loan.

**3. Phonics:** Some pupils might need to do activities like these:

1. Use or, ea, oa, or ou to make the right words:

(a) L\_\_\_d the child by the hand.  
(b) Put on your c\_\_\_t to keep warm.  
(c) We eat with a f\_\_\_k.  
(d) The opposite of n\_\_\_th is s\_\_\_th.

2. Change one letter in

(a) boat to make the name of an animal.  
(b) born to make it something to eat.  
(c) coal to make it something to wear.  
(d) snort to make it a game.

## WORD SHOP

Some words you might want to use:

kitten	goldfish	parrot	budgie
puppy	gerbil	turtle	hamster



1. Do you have a pet? What kind of animal is your pet? Copy the headings below and use the chart to tell about your pet.

Name	Type of Animal	Age	Food
------	----------------	-----	------

If you don't have a pet, write about an animal you would like to have as a pet.

2. Naming a pet can be fun. Write a name for each of these animals:
  - (a) a big, black dog
  - (b) a gerbil that likes sunflower seeds
  - (c) a gray kitten
  - (d) two goldfish
  - (e) a parrot that can talk
  - (f) a pet snake
3. Match the animals in the Pet Shop with the foods in the box. Do it like this: **bird** — **birdseed**. Some pets may eat more than one kind of food.

PET SHOP		PET FOOD	
dog	kitten	meat	lettuce
goldfish	parrot	milk	bones
gerbil	budgie	seeds	fruit
		bugs	water
			dried shrimps

## WORDSHOP Pets

The names of pets given in the list of useful words could be used as a starting point to get pupils into the topic.

Conduct a poll among the children to find out which of the pets listed are the most popular. Which pet not mentioned in the list might also be popular with the children?

Get the pupils to list the words in alphabetical order writing a sentence next to each which tells any interesting facts about that pet. Each of the activities suggested could be done individually but you may want to challenge the pupils to work in small groups in extended activities such as these:

- Making a chart showing animals and their babies
- Finding out some of the duties of a vet
- Making posters showing do's and don'ts relating to pet care
- Finding out about unusual pets
- Creating imaginative stories, poems, plays, etc., with pets as the central characters
- Producing manuals about caring for pets
- Creating crossword and word search puzzles using names of pets

# UNIT 31

## OBJECTIVES

- The Sound of er, ir, ur

Note: A test-study-test approach is recommended.

# 31

river	third	hurt	order
another	thirty	turn	softly
ever	sir	churches	under

Remember: every even Saturday Thursday

Always put the dot above the i.

*i third river*

### A

#### WORD WISE

- Finish the puzzle. Two letters of each word are done for you.  
(1) Opposite of never      \_\_\_\_er  
(2) Opposite of over      \_\_\_\_er  
(3) 30      \_\_\_\_ir \_\_\_\_  
(4) To be painful      \_\_\_\_ur \_\_\_\_
- Turn and order each have more than one meaning. The Word Watcher is showing us one meaning of each word. Write sentences showing other meanings for turn and order.



Put in your order.  
Turn around.

### B

#### WORD WATCH

- Write these headings: er ir ur  
(a) Find the LIST WORDS with the letters er and put them under er. Do the same with the ir and ur words.  
(b) Say the er, ir and ur words and listen to the sounds of er, ir and ur.



er, ir and ur often have the same sound.  
The r changes the vowel sounds.

## IDEAS FOR PRESENTATION

The sound of -er will be heard in almost all the List Words in this Unit.

Introduce the words by reading them distinctly and have the pupils follow in the text. Let them indicate the spelling of the -er sound in the different words. Distinguish clearly between the sounds of t and d in **third, thirty, hurt, softly**, and **Saturday**. Compare the sound of s in **sir** and **softly** with its sound in **Thursday** and **churches**.

Ask the pupils to give the List Words that have  
(a) long -a sound spelled ay

(Thursday, Saturday)

(b) o with its sound changed by r (order)

(c) o with the sound of short -u (another)

(d) two consonants giving a single sound (third, thirty, another)

(e) the word part der (order, under)

(f) the word part ver (river, ever)

(g) the word part eve (even, ever)

Recall the adding of es to words ending in ch, sh, s, z, and x.

Point out the compound word another. Show the class orally how every may be joined with one, thing, where to make new words. Do the same with ever — whatever, whoever, forever, etc.

Have a pupil give the root word of softly. What has been added to the root word? Can ly be added to any other List Words? Let's see what words we can make by adding suffixes. Ing can be added to turn, hurt, order; which of these words does not take ed to mean Before Now? En can be added to soft.

## ACTIVITY AIDS

### A WORD WISE

**A(1)** aims at getting the children to match words with the -er sound to their meanings. Before pupils attempt the puzzle, remind them that it should be copied in their activity books.

**A(2)** As you help the children discover the various meanings and uses of List Words, let them complete activity A(2). Develop a list of meanings for each of the words and write them on the board. Have the words used orally in sentences illustrating various meanings, then challenge the pupils to write some of their more effective sentences.

### B WORD WATCH

The Word Watcher points out the variant spellings of the -er sound. Write these words on the board: her, girl, churn. Have the children read them and identify the common vowel-plus-r sound. Get them to classify the List Words into three groups on the board.

(i)	(ii)	(iii)
river	sir	hurt
ever	third	turn
every	thirty	Thursday
order		Saturday
under		churches
another		

As each list is read aloud, the pupils will be able to hear that **er**, **ir**, and **ur** give the same sound in every word. This sound at the end of a word is usually spelled **er**. Apart from this there are no rules to follow. Pupils can easily be led to realize that they must study such words well to remember how they look; their ears will not tell them which vowel to use with the **r**.

For practice, the children might find **er**, **ir** and **ur** words among the Word List at the back of their spellers and place them under the correct headings.

The following skills are reviewed in this section:

**B(2)** Changing words into the plural forms using **s** and **es**

**B(3)** Adding initial consonants, digraphs and vowels to form new words

**B(4)** Adding suffix **ly**

**B(5)** Identifying spelling patterns

### C WORD WIZARD

For this activity, guide the children as they read the instructions and clues. Help them to draw the puzzle in their activity books.

## PROVIDING FOR INDIVIDUAL NEEDS

**1. Creative Writing:** What must a perfect friend or playmate be like?

Discuss this question with the children and listen to the qualities which they consider important in a friend. Challenge them to create a "pen portrait" of such a person in a story with a title as "A Best Friend".

### 2. Handwriting and Speech Practice:

Help the pupils overcome any problems they may have in joining **r** to vowels by having them practise writing these: **er**, **ur**, **ir**, **ar**, **burglar**, **letter**, **bird**, **hurt**, **murmur**, **word**, **picture**, **worship**, **doctor**, **bare**.

## DICTION SENTENCES

1. He catches fish in the **river**.
2. Did you ever see an **owl**?
3. **Order another** load of coal.
4. Come on **Thursday** or on **Saturday**.
5. He was not **even hurt**.
6. Open the door very **softly**.
7. Please **turn** off the lights.
8. Good morning, **sir**.
9. There are three tens in **thirty**.
10. He looked **under** every bed.
11. Mary was **third** in the row.
12. We visited the **churches**.

## ANSWERS

### A

- (1) 1. ever 2. under 3. thirty 4. hurt
- (2) Answers will vary.

### B

(1) er	ir	ur
river	sir	hurt
another	third	turn
ever	thirty	Thursday
order		Saturday
under		churches
every		

(2) house — houses, flower — flowers, turn — turns, Saturday — Saturdays, order — orders, river — rivers, dish — dishes, church — churches

(3) (a) thunder (b) never (c) another (d) open (e) seven  
 (4) (a) softly, evenly, orderly (b) Sentences will vary.

(5) (a) **ever**, **every** (b) **order**, **under**  
 (c) **even**, **ever** (d) **third**, **thirty**

(6) Saturday, Thursday

### C

- (1) Across: 2. bird, 3. paper, 4. never  
 6. ever, 7. fur  
 Down: 1. teacher, 2. burn, 5. hers



## Word Builder

2. Write these words. Make them plural. Add **s** or **es**.  

house	flower	turn	Saturday
order	river	dish	church
3. Make some new words.  

(a) th + under =	(d) o + pen =
(b) n + ever =	(e) s + even =
(c) an + other =	
4. (a) Add **ly** to **soft**, **even**, and **order**.  
 (b) Write each **ly** word in a sentence to show its meaning.

## Word Detective

5. Underline the letters that are the same in  

(a) ever and every	(c) even and ever
(b) order and under	(d) third and thirty
6. Write the names of the two days of the week that have **ur**.

## C

## WORD WIZARD

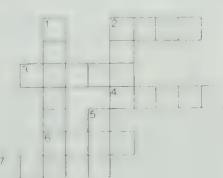
1. er, ir, ur Puzzle

Draw this crossword puzzle in your notebook. Make the squares big enough. Print the answers. (It will be easier to copy the puzzle if you count the number of squares you need down and across.)

### Across

2. an animal that flies
3. something you write on
4. not ever
6. "they lived happily — after"
7. animal hair

1. someone who teaches
2. what fires do
5. belonging to a girl



# UNIT 32

## OBJECTIVES:

- Digraphs sh, th
- Sound of aw, al
- Suffix ful

Note: A test-study-test approach is recommended.

# 32

shoot	these	talk	never
shop	those	also	fur
push	thankful	crawl	walking
wish	month	almost	

Remember: very saw always

As you write, keep the b open, the p closed and the h with a round hump.

b p h push both

## A

### WORD WISE

1. Copy these sentences:

This (one thing) means here.  
That (one thing) means there.

After each sentence write the LIST WORD that means more than one thing here and there.

## B

### WORD WATCH



Sometimes two consonants join together to make a new sound.  
sh as in she th as in that think

1. Write and say the new words as you change the underlined letters to sh or th.

hop	made	wink	pout
hem	cow	win	bad
took	pad	toot	rug
sick			put

2. (a) Write the LIST WORDS with the letters al.  
(b) Write the LIST WORDS with the letters aw.  
(c) Say the words you have written. Listen for the new vowel sound.

A special vowel sound is heard in the words talk and crawl.



## IDEAS FOR PRESENTATION

This Unit contains a number of words whose proper pronunciation is vital to correct spelling. Among these are the words with the sound of -aw as in **talk** and **saw**. Read the words distinctly while the children follow along in their texts. Then have the pupils dictate them and write them on the board. Discuss the vowel sounds:

- (a) **long-oo** in **shoot**
- (b) **short-oo** spelled **u** in **push** (as in **pull**, **put**)
- (c) **short-u** spelled **o** in **month** (as in **Monday**)
- (d) **long-a**, **ay** in **always** (**day**, **play**)

(e) -aw sound in **talk**, **saw**, **crawl**, **always**, **also**, **almost**.

Point out the silent-l in **talk**, and the silent-e in **these** and **those**.

Stress the proper sounding of **w** in **wish** and **always**. Never and fur review the **er**, **ir**, **ur** spellings.

Pupils will recognize **cr** in **crawl** and **st** in **almost**, as consonant blends having two sounds. Many of the words in this list have two letters together that give one sound, different from the sound of either letter alone (**sh**, **th**, **ng**). List these on the board. Discuss the meanings and uses of the List Words. Compare in spelling and meaning: **walk**, **these**, **never**, **push**, **fur**, **shot**, **see**, **crawl**, **those**, **always**, **pull**, **fir**, **shoot**, **saw**. Show how **push** and **wish** take es, and how **shop** becomes **shopper**, **shopped**, **shopping**. Conclude the presentation by having the List Words read aloud in unison.

## ACTIVITY AIDS

### A WORD WISE

**A(1)** develops the meanings of **these** and **those**. Write the four words on the board and demonstrate to pupils how they are all signals for naming words. Elicit oral examples from the children to show the meanings as stated in the activity.

### B WORD WATCH

The Word Watcher points out the single consonant sound of digraphs. Use the examples **sh** and **th** to demonstrate to pupils that a digraph does not make a blend of the two consonants, but rather a new, single sound.

**B(1)** Work with the children to develop in them an ability to associate the digraphs with their sounds. In some words, **sh** is heard at the beginning, as in **shoot** and **shop**; in others it is at the end, as in **push** and **wish**. It may also be in the middle of a word, as in **pushing** and **wishes**. The following words may be used for an oral drill to locate the sound of **sh**: **shine**, **rush**, **should**, **sheep**, **dish**, **sash**, **pushes**, **washes**, **squash**, **splash**, **ship**, **bushy**. Let pupils give the three List Words in which **th** is heard at the beginning, and words in which **th** was heard in the middle (**father**, **mother**, **another**, **nothing**).

**B(2)** The sound of -aw is subject to

regional variations but is usually midway between a **short-o** and the **ah** sound as in **father**. Let the pupils practise this sound by reading these words from the board: **crawl, awful, talking, hall, fallen, drawn, almost, walking, claw, bald, drawing**. The pupils must understand that it is necessary to look carefully at words with this sound.

**B(3)** The Word Detective reviews these skills: (a) finding small words in longer ones; (b) syllables; (c) and (d) unexpected vowel sounds; (e) suffixes; (f) **long-o**

**B(4), (5)** The meaning of the suffix **ful** is reviewed in B(4), while B(5) focuses on vowel substitution. Before pupils attempt this activity, get them to tell how the **Change-the-**

**Vowel Machine** operates. Work through some examples with them, then have them continue on their own.

### C WORD WIZARD

Encourage the children to verify their lists by means of a dictionary.

## PROVIDING FOR INDIVIDUAL NEEDS

### Handwriting and Speech Practice:

(a) Have the children practise joining the letter **t** to **h** in words like these: **both, they, brother, month**  
 (b) Point out to the children the way in which the tongue-tip and upper

gums are used when they make the sound of **th** in: **thin, think, with, then, that, this, Thursday**

**Phonics:** These activities will benefit some of the children:

1. Change the vowels in: (a) **then** to **i, a** (b) **most** to **a, u, i** (c) **shop** to **i, ee** (d) **shoot** to **o, ou, u, ee**
2. Add **ing, ed, and er** to **shop** (Double the **p**.)

## DICTION SENTENCES

1. **I wish** I had a fine **fur** hat.
2. Some **months** have thirty days.
3. We must **never** shoot owls.
4. **Talk** to him also.
5. **These** are mine.
6. **Those** are yours.
7. They were **almost** there.
8. Mother **always** buys meat at that **shop**.
9. We are **very** **thankful** for our food.
10. I saw John **push** the door open.
11. Our baby sister can **crawl**.

## ANSWERS

### A

(1) **This** (one thing) means here.  
 (These)  
**That** (one thing) means there.  
 (Those)

### B

(1) **shop, shade, think, shout, them, show, wish, with, bash, bath, shook, path, tooth, rush**  
 (2) (a) **al** — talk, also, almost, always, walking  
 (b) **aw** — crawl, saw  
 (3) (a) shoot-hoot, shoo; shop-hop; push-us; wish-is; those-hose; these-the, he; thankful-a, an, thank, than, hank; month-on; never-ever, eve; also-a, so; crawl-a, raw, awl; almost-a, most; saw-a; always-way, ways  
 (b) thankful, also, almost, very, always, never  
 (c) month, (d) push (e) thankful (f) those, also, almost  
 (4) (a) thankful (b) sorrowful (full of sorrow), joyful (full of joy), painful (full of pain), restful (full of rest), peaceful (full of peace),  
 (5) **fir-fur, far, for; shop-ship; wish-wash; these-those; bath-both; wash-wish; think-thank; shirt-short; thin-than, then; those-these**

### C

(1) Answers will vary.



## Word Detective

3. Find the missing words.
  - (a) Write a small word you see in each of the LIST WORDS. (There are no smaller words in **very, fur** and **talk**.)
  - (b) Write six two-syllable LIST WORDS.
  - ~~(c)~~ Write a LIST WORD with the short **-u** sound spelled **o**.
  - ~~(d)~~ Write a LIST WORD with the short **-oo** sound spelled **u**.
  - (e) Write two LIST WORDS that have suffixes.
  - (f) Write three long **-o** LIST WORDS.

ful is a suffix meaning full of.  
**playful** — full of play

4. (a) Write the LIST WORD **thankful**. Underline the single **l**.  
 (b) Add the suffix **ful** to  
**sorrow joy pain rest peace**  
 Beside each new word write its meaning.

## Word Builder

5. **Change-the-Vowel Machine**  
 Make new words, like this: **cup — cap**  
**fir these**  
**bath shirt**  
**thin those**  
**shop**  
**wash**  
**wish**  
**think**



### C

## WORD WIZARD

1. Make a list of **sh** words you know. Make a list of **th** words. Work with a partner. Who can make the longer lists?

# UNIT 33

## OBJECTIVES

- Digraphs ch, wh
- Syllables — ble, ple, etc.

Note: A test-study-test approach is recommended.

## IDEAS FOR PRESENTATION

A variety of phonetic features are contained in the List Words for this Unit. Read the words clearly while the pupils look and listen for the vowel sounds. Discuss the spelling of (a) long -i sound in **while**, **white**, **smiling**, **myself**, **why**. Show the i-e structure in the root word **smile**. (b) long -e sound in **three**, **street**, **people**. Underline the silent o. (c) long -o sound in **throw**. List rhyming words supplied by the pupils. (d) -ar sound in **March**. Recall **start**, **dark**, **garden**. List rhyming words.

# 33

chicken	1 sound	while	wash	myself
March	1 sound	smiling	small	animal
watch	1 sound	throw	because	people
catches	1 sound	three		

Remember: which white street why

As you write k keep the same slant for the two down strokes.

*k work block*

## A

### WORD WISE

1. Use each LIST WORD beginning with w in a sentence. Do any of these words have more than one meaning?

## B

### WORD WATCH



Remember the sounds ch (as in chair) and wh (as in where).

Two consonants join together to make these sounds.

1. Change the underlined consonants to ch or wh and make new words. Do it like this: out — ouch.  
(a) will, my, fair, peel, rich, fat, ten, tin  
(b) mark, eat, mud, brand, cats, stars, whip

### Word Detective

2. Write the LIST WORDS that have two consonants together that give one sound. Underline these pairs of consonants. (You can find 13 words.)
3. Write the LIST WORDS which
  - (a) have the aw sound (give 4)
  - (b) have two syllables (give 6)
  - (c) have an r-blend (give 3)
  - (d) have the long -e sound (give 3)



(e) -aw sound in **small**. A new spelling of this sound is seen in **because**. The words **wash** and **watch**, may have the -aw sound or the short -o sound depending upon regional pronunciation. Read the List Words again. Have the pupils attend to the spelling of the consonant sounds:

- -k sound: c in **catches** and **because**; ck after the short vowel in **chicken**
- th giving one sound and forming a blend with r in **throw** and **three**
- sh giving one sound in **wash**
- ch giving one sound in **chicken**, **march**, **watch**, **catches**. Notice the silent -t's.
- wh giving one sound in **while**, **why**, **white**, and **which**. Compare the sound of w in **wash**.
- consonant blend sm in **small** and **smiling**
- three single consonants in **animal**. This word is often mispronounced and misspelled.

Using context, discuss **catch**, **catches**, **caught**; **throw**, **threw**. Compare **catch**, **throw**; **march**, **walk**; **which**, **witch**.

## ACTIVITY AIDS

### A WORD WISE

While the words are being presented and meanings discussed, have the children use sentences to show the meanings. Let them give sentences for each meaning of the multiple-meaning words.

**A(1)** can be used as a review of this exercise.

### B WORD WATCH

The Word Watcher points out the **ch** in **chair** and the **wh** in **where** as two consonants making one sound. With the pupils, examine the first four List Words to see the spelling of the -ch sound. This sound is often spelled tch as in **patch**, **matches**, **ditch**, **fetching**, etc. Sometimes it is spelled ch as in **rich**, **march**, **branch**, etc. Pupils must study such words as they meet them to form a clear mental picture of the spelling. Be sure that all the pupils can say the sound of wh correctly. The wh is found only at the beginnings of words. These words may be used for oral drill: **wear**, **where**; **which**, **witch**; **will**, **wheel**; **worm**, **whirl**; **win**, **when**; **wet**, **wheat**.

**B(3)** focuses on identification of

List Words with (a) -aw sound, (b) two syllables, (c) r-blends, and (d) long -e sound.

**B(4)** reviews the changing of words to plural forms.

**B(6)** reinforces the fact that endings with sounding vowels usually form extra syllables on root words. The Word Watcher demonstrates the syllabication of words with the consonant and le pattern. As the pupils say the words **uncle**, **people**, **little**, **table**, they will be able to tap out two syllables. The final e is silent, but a slight vowel sound is heard in **cle**, **ple**, **tle**, **ble**, that makes them into separate syllables. Give extra practice using these words: **rubble**, **handle**, **topple**, **gamble**, **tattle**, **cackle**, **nibble**,

**bundle**, **temple**, **mumble**, **kettle**, **tickle**, **sizzle**, **nozzle**.

## C WORD WIZARD

**C(1)** focuses on the wh words that are question-makers. Demonstrate how the words in the activity are used to introduce questions. Review end punctuation of sentences.

**C(2)** Discuss with pupils the various reasons for the behaviours listed in C2. If time permits, have children write their reasons.

## PROVIDING FOR INDIVIDUAL NEEDS

### 1. Creative Writing: Challenge the



## Word Builder

4. Make these words plural.

chicken	watch	three
street	cause	animal
throw	catch	march
person	self	

(Be very careful with these two!)



When a word ends in le with a consonant before it, the consonant + le forms a separate syllable.  
un cle

5. Write these words in syllables.

people	little	table
purple		settle



A suffix with a sounding vowel usually forms a separate syllable.  
march ing

6. Write these words in syllables.

smiling	smallest	washer
catches	smaller	throwing

## C

## WORD WIZARD

1. Many wh words ask questions. Write questions beginning with these words.

where	when	why
what	which	who

2. Finish these sentences with good reasons.

- We wear raincoats because \_\_\_\_.
- The boys smiled because \_\_\_\_.
- We wash our hands before dinner because \_\_\_\_.
- Everyone eats vegetables because \_\_\_\_.
- I go to school because \_\_\_\_.
- My dog wags his tail because \_\_\_\_.
- Birds can fly because \_\_\_\_.

children to pick their favourite season and write a few lines which capture the mood of that season. You may have them begin by collecting a number of picture words relating to the season, then incorporating these in their writing. For example:

**Summer:** hot, dusty, lazy, sleepy, green, etc.

**2. Phonics:** Give extra practice to pupils who need it, with these activities:

1. Make rhyming words for why, using m, cr, tr, dr, fl, sl, sk, sh.
2. Unscramble: **hewil**, **hewci**, **restet**, **leepop**, **laamni**

## DICTION SENTENCES

1. Throw some food for the chickens.

2. Three people watched the plane fly by.

3. Why are you smiling?

4. I saw a small, white animal.

5. I came home because Mother called me.

6. He sings while he works.

7. I can do it by myself.

8. Which way are they marching?

9. Ruth catches the ball very well.

10. What is the name of your street?

11. When did you wash your hands?

## ANSWERS

### A

(1) Answers will vary.

### B

(1) (a) chill, why, chair, wheel, which, what, chat, when, chin

(b) march, each, much, branch, catch, starch, which

(2) chicken, catches, march, watch, while, why, throw, three, wash, small, which, white, smiling

(3) (a) wash, watch, small, because

(b) chicken, catches, because, myself, people, smiling, (c) throw,

three, street (d) people, street, three

(4) (a) chickens, streets, throws, watches, causes, catches, threes, animals, marches, person, or people, sleeves

(5) peo ple, lit tle, ta ble, pur ple, set tle

(6) smil ing, small est, wash er, catch es, small er, throw ing

### C

(1), (2) Answers will vary.

# UNIT 34

## OBJECTIVES

- Sound of **qu**
- Double Consonants
- Adding Suffixes

Note: A test-study-test approach is recommended.

# 34

still	swimming	baking	quit
letter	carry	leaving	quite
butter	dresser	tripped	quick

Don't forget: bird queen merry sorry

Put loops in **f**, **b** and **l**, but not **d** and **t**.

*f b l d t tub flood*

### A

## WORD WISE

1. Write a LIST WORD with each meaning.
  - (a) fast
  - (b) something you learn
  - (c) something you write
  - (d) a woman ruler
  - (e) food you eat on bread
  - (f) stop
  - (g) a place to keep clothes

### B

## WORD WATCH

1. Write the LIST WORDS that have double consonants. Say them to yourself. Mark the vowels long (-) or short (-).



The vowel before a double consonant is usually short.

off better class

2. Mark the short vowels in these words.

summer	bless	dress	class
across	miss	still	buzz



## Word Detective

3. (a) Write the four LIST WORDS that have the **-kw** sound spelled **qu**.

## IDEAS FOR PRESENTATION

Although the basic theme of this Unit is the spelling of words with double consonants and words with the **-kw** sound, there are a few words in which the **schwa** sound is heard. These could be potential spelling problems, since the vowel sounds in them give no clues as to their proper spelling. These words are **letter**, **butter**, **lesson**, **dresser**. Note that in their unstressed final syllables, they contain the **schwa** sound.

Group the words in the following manner for presentation: (a) **merry**, **carry**, **sorry** (b) **letter**, **butter** (c) **lesson**, **dresser** (d) **swimming**,

slipping (e) **still**, **tripped**. The pupils will be able to point out the spelling patterns in groups (a) to (d). Underline **on** in **lesson**. What is the root word of **dresser**? Underline **ss** as part of the root word. Both the words in (e) have only one syllable. Why?

Recall the changes when suffixes are added: **trip + ed = tripped**; **trip + ing = tripping**; **bake + er = baker**; **bake + ing = baking**.

## ACTIVITY AIDS

### A WORD WISE

**A(1)** Conduct, in a quiz-like fashion, the word meaning part of the presentation. In addition to the List Word to be identified in the activity, have the children identify other words from meaning clues developed by their classmates.

### B WORD WATCH

**B(1), (2)** are aimed at helping the children discover the short-vowel spelling which precedes a double consonant. Present the children with these words on the board: **super**, **biter**, **coma**, **sniper**; **supper**, **bitter**, **comma**, **snipper**. Lead them to discover that the words with the single consonant have a long vowel sound before them, while those with a double consonant have a short vowel sound. Review these generalizations about double consonant words: (a) Double consonants are usually preceded by a short vowel sound. (b) Double consonants are usually divided in syllabication. Point out exceptions like **dresser**, **crossing**, **spelling**, where the double consonant is part of the root word.

**B(3)** focuses upon the sound of **-kw**. Use the words **quack**, **quill**, **quiz** to develop the following generalizations about the letter **q**: (a) **q** is always followed by **u**. (b) Usually **qu** sounds like **-kw**. Give the pupils practice in using this spelling combination by having them read these words from the board: **hit**, **bite**, **thick**, **seen**, **still**, **bake**; **quit**, **quite**, **quick**, **queen**, **quill**, **quake**.

**B(4)** reviews adding suffixes **s**, **ed**, **er** and **ing** to root words. Pupils may complete this activity independently.

**B(5)** reviews forming the plurals of nouns. Remind the children of the

following methods of forming the plural:

- (a) Most words simply add **s** to form their plural.
- (b) Words ending in **y** change **y** to **i** before adding **es**.
- (c) Words ending in **sh, ch, x, s, z** take **es**.

Pupils should complete this activity independently.

### C WORD WIZARD

**C(1)** gives practice in vowel substitution.

**C(2)** Remind the children that they should attempt to make People Rhymes only on their friends.

**C(3)** Pupils may find it interesting to make up other scrambled names of birds or animals for their classmates to solve.

## PROVIDING FOR INDIVIDUAL NEEDS

**1. Creative Writing:** Have the children create a paragraph story or poem using a letter of the alphabet. For example, a student may use the letter **t** in as many words of his story as possible.

"Tiny Tony takes tuba lessons from a teacher named Timothy Twiggly. Tony took tuba for two terms. Today Tony can toot twenty tangy tunes on his tuba."

Have the children proofread their stories and display them with pictures.

(b) Write the four LIST WORDS that have long vowel sounds.

### Word Builder

4. (a) Write the root words for the six LIST WORDS that have a suffix.  
(b) Make new words. Add one of these endings to each root word you wrote in (a). Do not make LIST WORDS.

s	er	ed	ing

5. Make these words plural. Add **s** or **es**.

jelly	sky	bird	fur
wish	queen	month	letter
fox	class	lesson	dresser



### C

### WORD WIZARD

1. The underlined words don't fit into these sentences. Change a vowel in each word to make new words.  
(a) I can quick like a duck.  
(b) My sister is going to merry soon.  
(c) Our spelling is butter this week.  
(d) Tom's horse has his own still

2. People Rhymes

Make up silly rhymes about your friends. Add a word that rhymes with a name.

For example, tall Paul  
silly Billy

3. Barnyard Scramble

Each group of letters is really the name of a farm animal. Can you unscramble them?

(a) neccihk	(c) eshor	(e) kretyu
(b) flac	(d) kneyod	(f) trooser

**2. Phonics:** These activities will provide extra practice for some children:

- 1. Make three words from each by adding suffixes: **trip, carry, dress, bake**.

2. Make rhyming words for

- (a) **still** using **qu, ch, fr, p, w, m**
- (b) **quit** using **h, f, b, s, p, sp, sl**
- 3. Change the vowel to **a** in **still, slip, butter, quick, merry, swim**.

## DICTION SENTENCES

1. Please **carry** this letter to your uncle.

2. This bread and **butter** is good.

3. The **merry** child **tripped** across the room.

4. The big boy shouldn't **quit** school.

5. Harry is **quite quick**.

6. The **bird** was **still** alive.

7. That oak **dresser** is very old.

8. We felt the car **slipping**.

9. This is almost the last **lesson**.

10. Are you **baking** today?

11. Father watches when we are **swimming**.

12. The **queen** bee flew away.

## ANSWERS

### A

- (1)(a) quick (b) lesson (c) letter
- (d) queen (e) butter (f) quit (g) dresser

### B

(1) still, letter, swimming, sorry, butter, lesson, dresser, tripped, slipping, merry

(2) sümmer, blëss, drëss, cläss, äcröss, miss, still, büzz

(3)(a) queen, quick, quite, quit

(b) queen, quite, baking, leaving

(4)(a) swim, dress, slip, bake, leave, trip

(b) swims or swimmer; dresses, dressed, or dressing; slips, slipped or slipper; bakes, baked or baker; leaves; trips, tripper or tripping

(5) wishes, jellies, letters, lessons, queens, birds, foxes, skies, furs, classes, months, dressers

### C

(1)(a) I can **quack** like a duck.

(b) My sister is going to **marry** soon.

(c) Our spelling is **better** this week.

(d) Tom's horse has his own **stall**.

(2) Answers will vary.

(3)(a) chicken (b) calf (c) horse

(d) donkey (e) turkey (f) rooster



**spend, send; slide, meet, hide.** Use the context to help the children remember the Before Now (Past) forms: **Now I fly. Yesterday I flew.**

**C(2)** You may have the children create humorous compound pictures. Point out the examples for parts (a) and (b). Get the children to give the answers **watermelon** and **bedroom**.

Let them think up riddles for other compound words. You may also encourage the children to think up "compound pictures" to illustrate compound words used humorously. Have you ever seen...

- (a) a **matchbox** (a **match box**)?
- (b) a **boardwalk** (a **board walk**)?
- (c) a **handshake** (a **hand shake**)?
- (d) a **catfish** (a **cat fish**)?

Get the children to suggest other

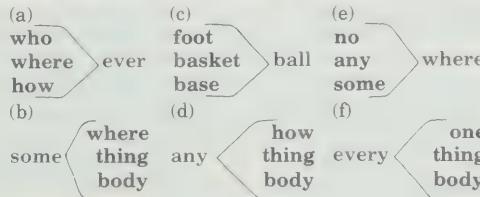
compounds such as **toothbrush**, **butterfly**, **sawdust**, **skindive**, **wristwatch**, **schoolwork**, etc. Encourage the children to display their drawings of humorous compound connotations.

## PROVIDING FOR INDIVIDUAL NEEDS

### Phonics:

1. Underline
  - (a) c with the soft sound in **ice cream**
  - (b) the digraphs in **without** and **anywhere**
  - (c) two silent -e's in **everywhere**
2. Write the compound words that

2. Build more compound words. Use the word in colour with each of the words in the column.



## Word Detective

4. Find and write the LIST WORDS that have:

- (a) a long -i sound (Find five.)
- (b) a silent -e (Find seven.)
- (c) a long -oo sound (Find one.)
- (d) an-or sound (Find four.)

5. Write two LIST WORDS that are the names of special days.



## C



## WORD WIZARD

The past forms of some doing words are not made by adding ed.

<b>forget</b>	<b>see</b>	<b>leave</b>	<b>throw</b>
<b>forgot</b>	<b>saw</b>	<b>left</b>	<b>threw</b>

1. Change these sentences to the past (before) forms.
  - (a) I **forget** that you **see** him every day.
  - (b) When we **leave** they **throw** out the dishes.
2. Compound Word Riddles
  - (a) I am a fruit. I have lots of seeds. I am too big for you to eat by yourself. What am I?
  - (b) I am a room in your home. I see you first thing every morning and last thing every night. What am I?
  - (c) Make up three of your own "What Am I?" riddles with compound words.

mean

- (a) a pen where pigs are kept
- (b) a machine to sharpen pencils
- (c) the fine dust that a saw makes
- (d) a gun that uses shot
- (e) a house for a dog

## DICTION SENTENCES

1. We live **beside** the lake.
2. **Somehow** I lost my paper.
3. I have looked **everywhere**.
4. Our friends came for **Thanksgiving**.
5. Don't tell **anyone** anything.
6. It is best to **forgive** and **forget**.
7. **Whenever** we go **outside**, we close the door.
8. This **afternoon** we went to school **without** our coats.
9. Did you **understand** the lesson?
10. He took **whatever** he could.
11. **Sometimes** she stayed **inside**.
12. You **yourself** must go.
13. Children like **ice cream**.
14. **Maybe** he **forgot** to come.
15. They celebrated **Passover** last week.

## ANSWERS

### A

- (1)(a) forgot (b) without (c) afternoon (d) forgot (e) inside (f) everywhere
- (2)(a) forgot (b) outside (c) whatever (d) beside (e) whenever (f) beside

### B

- (1) Answers will vary.
- (2)(a) whoever, wherever, however (b) somewhere, something, somebody (c) football, basketball, baseball (d) anyhow, anything, anybody (e) nowhere, somewhere, everywhere (f) everyone, everything, everybody
- (3)(a) beside, inside, outside, sometime, ice cream
- (b) anyone, beside, inside, outside, somehow, sometime, everywhere, ice cream, forgive (7)
- (c) afternoon
- (d) forget, forgot, forgive, yourself
- (4) Passover, Thanksgiving

### C

- (1)(a) I forgot that you saw him every day.
- (b) When we left they threw out the dishes.
- (2)(a) watermelon (b) bedroom (c) Answers will vary.

# UNIT 36

## 36

1	river another ever order	under third thirty sir	hurt turn open softly	shoot shop push smiling
2	wish these those month	never fur talk also	crawl almost walking chicken	catches march watch
3	while three throw myself	wash small because	animal still letter	lesson carry dresser butter
4	slipping tripped baking leaving	quit quite quick people	anyone beside forget forgot	inside outside maybe
5	churches thankful swimming anything	somehow sometime without ice cream	afternoon whenever everywhere	whatever understand Thanksgiving Passover

### CHECK-UP

- Find your spelling mistakes from Units 31 to 35. Make a list of your problem words, in alphabetical order.

### A

### WORD WISE

- When **er** is added to a "doing" word such as **work**, the new word, **worker**, tells what a person is. Finish these sentences:
  - Mary paints. She is a \_\_\_\_.
  - Bob farms. He is a \_\_\_\_.
  - Miss Johnson teaches. She is a \_\_\_\_.
  - Mario sings. He is a \_\_\_\_.

### OBJECTIVES

- Review
- er** Showing Occupation
- Wordshop — Around Home

Note: The activities in this Review Unit may be completed in four teaching periods.

### SKILLS REVIEWED

#### WORD MEANINGS

**er** suffix showing occupation A(1), (2)

#### PHONETIC ELEMENTS

Consonant digraphs B(1)

**Long -oo** B(1)

Short vowel before double consonant B(1)

Long and short vowel sounds B(2)

**-aw** sound spelled **aw, al** B(2)

**r-controlled** vowels B(2)

#### STRUCTURAL ANALYSIS & WORD BUILDING

Substituting vowels and vowel combinations B(4)

Adding initial consonants, blends, digraphs C(1)

Building compound words C(2)

### ANSWERS

#### A

(1)(a) She is a painter. (b) He is a farmer. (c) She is a teacher. (d) He is a singer.

(2) Answers will vary.

#### B

(1)(a) churches, thankful, swimming, anything, without, whenever, everywhere, whatever, Thanksgiving

(b) shoot, afternoon

2. Make up your own sentences using **runner**, **swimmer**, **helper**, and **catcher**.

## B

### WORD WATCH

#### Word Detective



1. Find these LIST WORDS. Follow the clues.

- Two consonants give only one sound. (9 words) (Group 5)
- Double vowels give the **long -oo** sound. (2 words) (Groups 1 and 5)
- Short vowels come before double consonants. (9 words) (Groups 3, 4 and 5)

2. Write one LIST WORD for each sound below:

long -a	short -a	(c) special r sounds
long -e	short -e	ar
long -i	short -i	er
long -o	short -o	ir
	short -u	or
(d) new vowel	(e) new vowel	ur
sound spelled	sound spelled	
aw	al	

#### Vowel Hunt

Write the words in the box. Look and listen for vowels. Put a straight line (—) over the long vowels. Put a curved line ( ~ ) over the short vowels. Cross out the silent vowels.

these	lesson	rope	opening
softly	open	maybe	tripped
throw	still	beside	why
those	chicken	catches	carry



### Word Builder

The letters **oa**, **ow**, **o** or **o** with a silent **e** can all have the **long -o** sound.

(c) still, letter, butter, lesson, carry, dresser, slipping, tripped, swimming

(2) Answers will vary.

(3) *th  se*, *l  sson*, *r  pe*, *  p  ning*, *softly*, *  g  n*, *m  yb  *, *tr  pped*, *thr  w*, *still*, *b  s  de*, *why*, *th  se*, *ch  cken*, *catch  s*, *c  rry*

(4) boat, show, rose, rode or road, own, toast, hope, load, know, pole, bowl

## C

(1)(a) bring, sting, thing, ring, wing, swing, string, cling, king, sing; frame, came, name, blame, game, lame, tame, same, shame; sake, rake, snake, flake, wake, cake, take, shake, quake. (b) Answers will vary.

(2)(a) bedroom, bluebirds, fishhook, sailboat, moonlight, raincoat (b) Answers will vary.

### PROVIDING FOR INDIVIDUAL NEEDS

**1. Creative Writing:** Encourage the pupils to create original verses about simple things that interest them or about thoughts they may have. Beginning lines could be: "When I see a little bird . . ." "I often wonder . . ." "My pet is like . . ."

The object of this exercise is to let the children express their very personal thoughts, awareness or feelings in as simple a manner as possible.

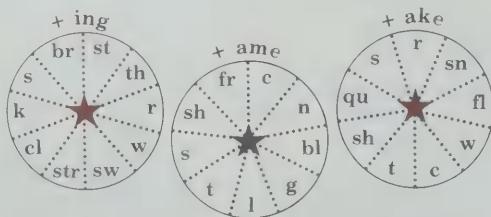
4. Make new words: Use the long -o sounds on the blocks instead of the vowels in these words.

but	she <i>show</i>	rise	oa
ride <del>ood</del>	read	on	ow
test <del>oast</del>	hip	led	o
knew	pale	bald	o-e

## C

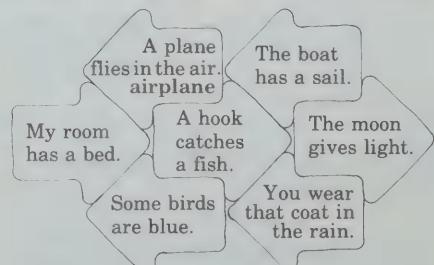
### WORD WIZARD

1. (a) Make rhyming words. Write the endings *ing*, *ame* and *ake* after the letters on each word wheel.



(b) How many other rhyming words for each wheel can you think of?

2. (a) Make compound words by using two words from each sentence. (The first one is done for you.)



(b) Make up your own puzzles for compound words. Trade with someone in the class.

### 2. Handwriting and Speech Practice:

(a) Encourage the children to practise letter and word spacing as they write this sentence: **Thanksgiving and Passover are two holidays.**  
 (b) Have the children practise pause and stress in speech as they repeat these words and phrases: **head rest, headdress; pass over, Passover; I scream, ice cream; the sun burns, the sunburns; some won, someone; cat fish, catfish; horse fly, horsefly; butter flies, butterflies.**

### 3. Phonics:

Some pupils will benefit from these activities:

1. Put in *er*, *ur* or *ir* to form real words: *ch\_p*, *c\_cus*, *d\_t*, *n\_se*, *ch\_n*, *h\_t*, *cl\_k*, *sh\_t*, *f\_m*, *s\_ve*, *ev\_*

2. Change the first letters to make new words: (a) *th* in *third* to *b* (b) *th* in *thirty* to *d* (c) *e* in *even* to *o* (d) *t* in *turn* to *b*, *ch* (e) *s* in *sir* to *st*, *wh*

### WORDSHOP Around Home

If available, use the poem called "Houses" in **All Aboard** by Mary Britton Miller. This is a delightful little poem which gives an overview of man's progress in providing shelter for himself over the years. You may want to read the poem to the children or have them read it chorally. Use the picture of homes in this Wordshop to begin a discussion on types of houses.

**Activity 1.** The children could each draw a picture of his or her house, indicating the address on it.



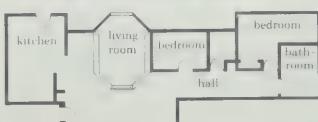
## Around Home

Some words you might want to use:

house	basement	doorbell
apartment	garage	room
kitchen	elevator	driveway



1. Your home is where you live. Which of the homes above looks like your home? Draw a picture of your home. Write your name and address on the picture.
2. Mixed Up Rooms  
Each group of letters is really the name of a room. Write the names of the rooms.  
(a) nitheck      (b) oombred      (c) thooram  
(d) stameenb      (e) viling mroo (two words)
3. A "floor plan" shows where the rooms are in a home.  
Make a "floor plan" for your own home or for a home you would like to have. Write in the names of the rooms.
4. Animals have homes, too. Match each animal in the first box with a home in the second box. Some animals could have different kinds of homes.



fox	frog
bear	mouse
bird	squirrel
goldfish	snail
horse	beaver
bee	

bowl	nest
pond	barn
cave	hole
hive	tree
den	lodge
	shell

The shapes of the houses could then be cut out and pasted on a map showing areas of the school district.

**Activity 3.** You may want to provide the children with examples of "floor plans" from architects' blueprints. Get them to see how an architect sets out a "floor plan", then have them do the same for their own houses. Those children who are interested could design three-dimensional models of their homes, using odds and ends found in the classroom.

**Activity 4** explores shelter in the animal world. To begin a discussion on animal shelter, ask the children questions like: What kind of a shelter does a bear need? Do beavers need shelter? What kind of shelter does a rabbit have? A snail? An ant? Do all animals need a place in which to live? Why or why not? Follow up the discussion by having the children complete the activity.

### EXTENSIONS

- Have the children investigate animal homes such as the hummingbird's nest, the beaver's dam, the nest of the trapdoor spider, anthills, spiderwebs, etc.
- Find out more about living underwater.
- Have the children investigate the types of homes found around the world. Create a bulletin board display in which the homes are classified in some meaningful way.
- Find out about man's first homes. Why might these first homes be uncomfortable?

# ACTIVITY PAGES AND YEAR-END ASSESSMENT TESTS ANSWERS

Pages 100-117 (Activity Pages) and pages 118-123 (Year-End Assessment Tests) of this book may be reproduced for classroom use. If the pages are removed from the book, it is advised that they be kept for future duplication.

Answers for both sections are provided below.

## ACTIVITY PAGES

### Are C and G Softies?

wager, cellar, ridge, gym, pencil, dance, entrance, village, bridge, bicycle, cabbage, lance, cage, cedar, balance

### ly Words

carefully, sadly, safely, smoothly, wisely, loosely, slowly, swiftly, softly, quickly, gladly, unkindly

### es = More Than One

taxes, marshes, potatoes, wishes, dishes, branches, lunches, foxes, tomatoes, washes, echoes, boxes, glasses, heroes, guesses, classes

### Search and Match

made, pane, sales, slay, brake, reign straight, vane, raze, grate, way plane, ate, weight, pale

### ch Check

Across: 2. chill 4. catch 8. teach 10. chests 11. pitcher; Down: 1. clutch 3. choc 5. teacher 6. chat 7. each 9. cheap

### Opposite Opposites

Across: 1. opens 3. better 5. unhappy 6. tightly 7. silent 8. glad; Down: 2. start 4. empty 5. under 7. slowly

### ea Says e

Across: 2. beasts 4. teams 7. speak 8. eat 10. Easter 12. plea; Down: 1. cream 3. sneak 5. sea 6. leash 9. teach 11. real

### What's the Word?

8:00 — blast; 4:30 — clank; 10:15 — flash; 9:05 — plant; 10:30 — clash; 5:00 — black; 2:30 — clamp; 11:00 — bland; 3:45 — plank; 7:15 — flask

### Word Magic

football, footwork, schoolroom, schoolhouse, bedroom, bedpost, housework, paperwork, wallpaper, ballroom, workroom.

### It's Magic

pipe, rode, toe, cane, cape, ripe, bite, cute, here, cube, note, pale, dime, made, mane, rate, tube, care, fire

### Which Sound Do You Hear?

Answers will vary using the blends: bl, sl, pl, fl, gl

### One Sound — Different Spellings

right — write; knew — new; four — for; won — one; their — there; here — hear; see — sea; blew — blue; eight — ate; son — sun.

### This is Easy!

bread: head, instead, dead, thread, heavy; meat: leave, cream, treat, meal, weave

### Ow! Ow!

ow as in cow: clown, crowd, town, down, owl, how, flower, gown; ow as in snow: bowl, show, arrow, glow, throw, slow, crow, elbow

### Contraction Match

does not — doesn't; did not — didn't; were not — weren't; could not — couldn't; do not — don't; will not — won't; is not — isn't; should not — shouldn't; have not — haven't.

### oo, -oo

1. school book 2. good tools 3. cook food 4. foot boots 5. soot broom 6. smooth wood 7. cool brook 8. wooden stool

### Vowel Plus r

1. herd 2. fir 3. curve 4. burn 5. firm 6. birch 7. clerk 8. fur

### Syllable Jumble

crumble, ankle, apple, candle, jingle, puzzle, bubble, middle, dimple, ripple, sizzle, toddler, sparkle, twinkle, nibble, dazzle, giggle, battle, rattle, middle, nimble, crumple, angle.

## YEAR-END ASSESSMENT TESTS

### 1. Silly Syllables

Divided Between Double

Consonants — les son, swim ming, car ry, slip ping, let ter, dres ser, pret ty

Divided After a Vowel — be hind, a lone, a bout, be gan, o pen

Divided Between Consonants — gar den, for give, down stairs, hun dred, in side

### 2. Crossword Puzzle

ACROSS: 2. nice 5. city 7. hour

8. unhappy 10. end 11. beaver

12. flock 14. large 16. inside

18. Merry 19. Easter 21. hundred

23. aunt 24. clown 26. slip 27. trap

28. enjoy 29. alone 30. used

DOWN: 1. butter 3. crops 4. why

6. summer 9. hot 11. because

13. eight 14. limb 15. garden

17. downstairs 20. small 22. uncle

25. wrote 26. space

### 3. Word Search — Soft -c

The words are: pencil, race, cent, city, face, dance, nicely, nice, ice, fence, space.

### 4. Word Search — er, ir, ur

The words are: another, churches, fire, fur, sir, water, hurt, turn, pointer, beaver.

### 5. Contractions

will	won't
could	couldn't
have + not =	haven't
would	wouldn't
should	shouldn't
can	can't

Sentences: Answers will vary. Some possible answers are:

1. She **couldn't** go because she missed the bus.
2. The workers **haven't** had a holiday for three years.
3. I **won't** put the picture up!
4. Please tell me why you **shouldn't** do your homework.
5. The car **wouldn't** go without a full tank of gas.
6. We **couldn't** come because we were angry.

### 6. Consonant r

Answers will vary.

# ARE C AND G SOFTIES?

Name \_\_\_\_\_

Hidden in the puzzle are fifteen words. You may find them reading up and down or sideways. You may use the same letter more than once. Circle the soft -c and soft -g words you find.

C	A	G	E	E	B	R	I	D	G	E	L
E	T	F	R	K	E	E	T	D	I	L	A
L	I	B	I	C	Y	C	L	E	K	D	N
L	S	A	M	R	L	O	O	I	L	O	C
A	Y	L	S	E	V	I	L	L	A	G	E
R	R	A	S	G	M	I	T	B	H	U	F
I	E	N	O	A	W	Q	R	E	U	M	D
D	G	C	D	B	O	S	A	I	I	E	R
G	R	E	Y	B	E	H	D	A	T	R	E
E	N	T	R	A	N	C	E	I	M	Y	G
T	M	N	S	C	G	O	C	T	A	I	A
D	A	N	C	E	P	E	N	C	I	L	W



## LY WORDS

Name \_\_\_\_\_

There are twelve words in this puzzle all ending in ly. They all tell how an action is done. You will find them reading up, down or sideways. When you find each word write it on a line below and underline its root. (One letter may be used in more than one word.)

C	A	S	W	Y	L	H	T	O	O	M	S
A	O	A	O	W	N	Y	L	E	S	I	W
R	T	F	W	H	R	L	I	T	E	E	I
E	K	E	O	G	C	O	N	H	I	K	F
F	N	L	E	S	L	O	W	L	Y	N	T
U	U	Y	L	O	M	S	O	O	L	H	L
L	E	G	F	F	A	E	I	R	D	Y	Y
L	N	L	I	T	S	L	D	M	N	A	G
Y	V	A	S	L	Z	Y	W	L	I	T	S
S	A	D	L	Y	E	O	T	O	K	I	I
L	E	L	S	U	D	Z	Y	D	N	U	N
V	R	Y	F	Y	L	K	C	I	U	Q	P

# ES = MORE THAN ONE

Name \_\_\_\_\_

The puzzle below contains several naming words ending in es. Find them by reading from left to right and downwards. The same letter may be used in more than one word. When you find the words write them on the lines below.

T	A	X	E	S	M	A	R	S	H	E	S
O	V	C	C	K	T	E	G	I	E	G	B
M	Y	N	H	E	B	R	L	O	R	U	T
A	S	C	O	P	O	T	A	T	O	E	S
T	A	P	E	E	X	O	S	W	E	S	J
O	W	I	S	H	E	S	S	E	S	S	C
E	A	T	D	I	S	H	E	S	O	E	L
S	S	O	R	A	I	R	S	T	I	S	A
L	H	G	O	X	N	E	E	L	N	N	S
I	E	P	Y	B	R	A	N	C	H	E	S
A	S	D	C	O	P	D	L	B	S	E	E
L	U	N	C	H	E	S	F	O	X	E	S

# SEARCH AND MATCH

Name \_\_\_\_\_

The homonyms for the fifteen words below can be found in the word puzzle. You may find them by reading from left to right or downwards. The same letter may be used in more than one word. When you find the word write it next to its homonym. Circle the letters that spell the long -a sound in the words.

P	A	N	E	A	P	M	A	D	E	I	B
A	L	T	A	I	C	E	G	N	A	U	R
L	A	M	R	E	I	G	N	H	H	I	A
E	C	V	N	A	E	L	A	U	R	I	K
L	A	N	U	R	A	I	G	R	A	T	E
S	O	S	N	A	C	E	E	R	O	B	C
A	I	E	L	Z	O	B	O	R	K	E	Y
L	A	E	W	E	I	G	H	T	H	E	D
E	K	S	A	T	E	R	N	L	F	U	L
S	L	A	Y	I	R	N	E	D	T	W	A
D	Q	E	N	S	T	R	A	I	G	H	T
V	A	N	E	H	R	O	P	L	A	N	E

maid	_____	rain	_____	weigh	_____
pain	_____	strait	_____	plain	_____
sails	_____	vein	_____	eight	_____
sleigh	_____	rays	_____	wait	_____
break	_____	great	_____	pail	_____

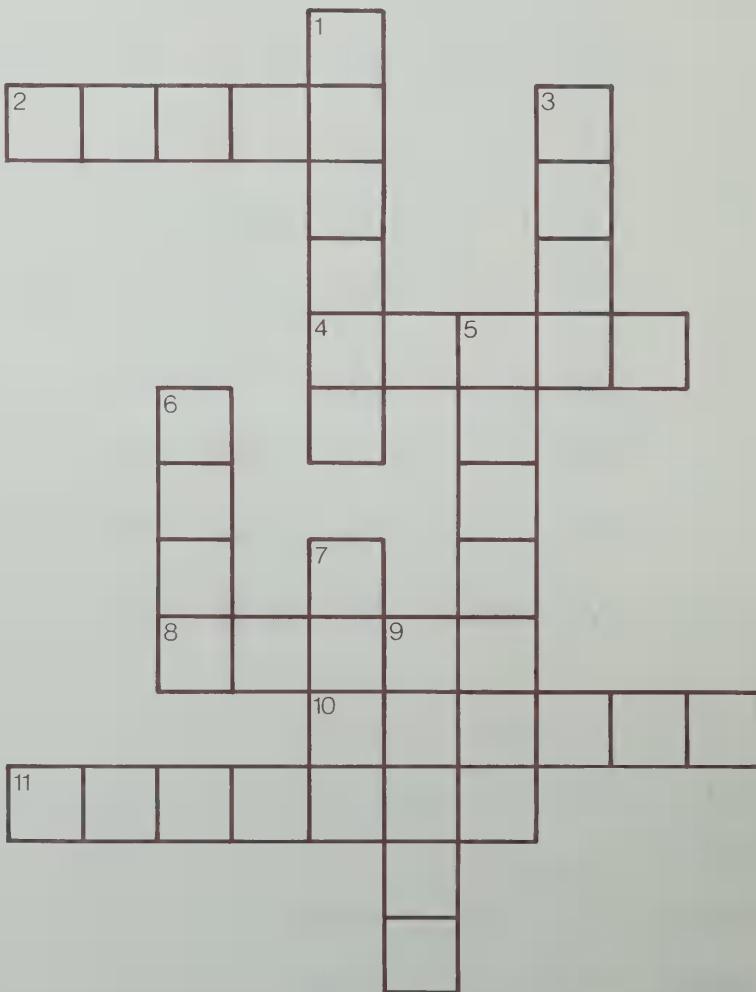
The words needed to complete this crossword puzzle each has the digraph ch. Use the clues to find and write them.

## ACROSS

2. Coldness
4. To hold or capture something that's moving.
8. To show how to do something
10. Large boxes with lids.
11. The person who throws the ball in a baseball game.

## DOWN

1. To grasp tightly
3. Vanilla, cherry and \_\_\_\_\_ olate
5. A person who teaches
6. To talk
7. Every single one
9. Not expensive



# OPPOSITE OPPOSITES

Name \_\_\_\_\_

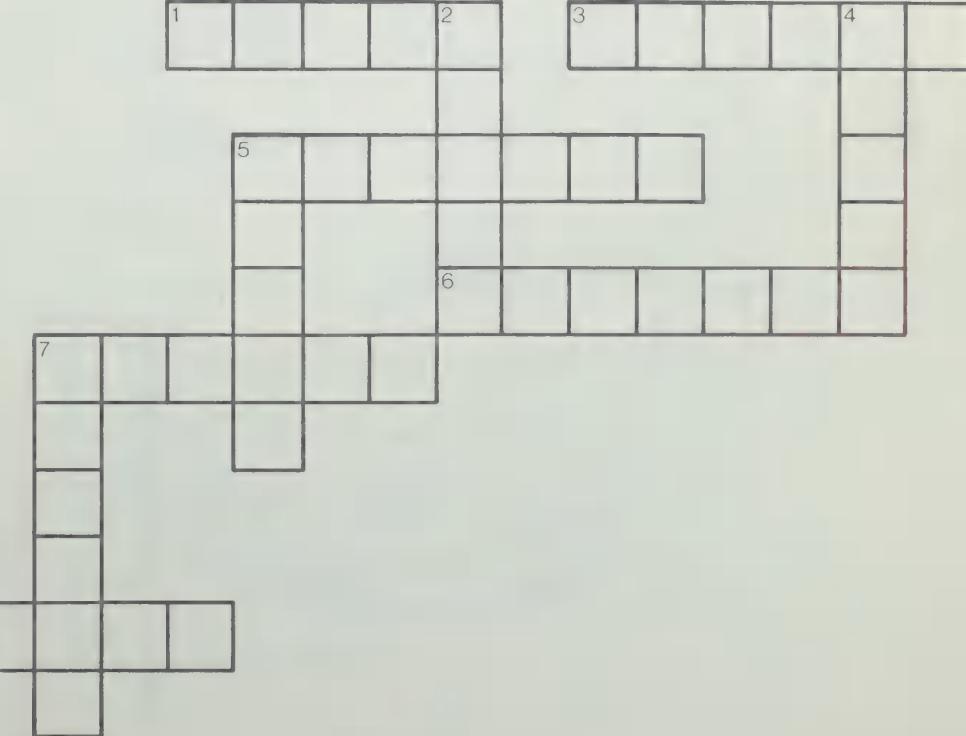
The words needed to solve this puzzle are the opposites of the underlined words in the sentences below. Can you discover what they are?

## ACROSS

1. That shop closes at noon.
3. My handwriting is worse than yours.
5. The happy child sat alone.
6. We tied the knot very loosely.
7. When the teacher came in, the room was noisy.
8. Are you sorry you came?

## DOWN

2. Our coach blew the whistle to stop the game.
4. My glass is quite full.
5. Peter looked over the hedge.
7. Nancy left the room quickly.



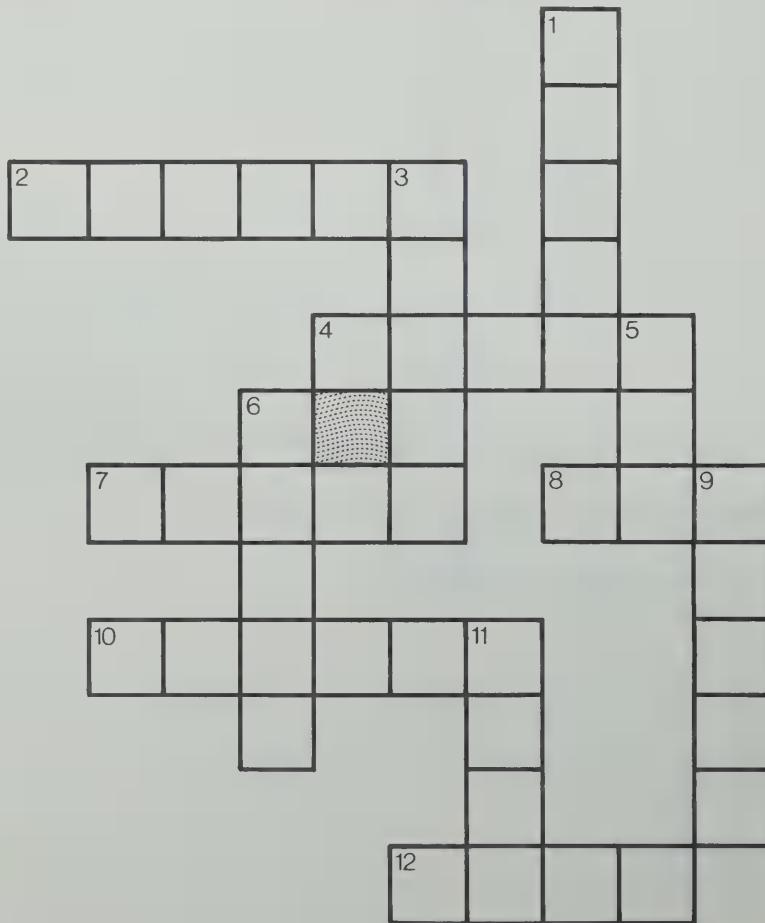
The words needed to complete this puzzle all have the long -e sound. The clues below should help you find them.

## ACROSS

2. Wild creatures
4. Groups of players in a game
7. To say words
8. To take food by the mouth
10. A holiday in spring
12. A request

## DOWN

1. The rich part of milk
3. To creep in a sly way
5. A large body of water
6. A chain for holding a dog
9. To show how to do something
11. True; not false



# WHAT'S THE WORD?

Name \_\_\_\_\_

At 4:00 o'clock the word is **blank**. What word will it be at the times shown below? Write the word in the space next to the correct time.

8:00 \_\_\_\_\_

5:00 \_\_\_\_\_

4:30 \_\_\_\_\_

2:30 \_\_\_\_\_

10:15 \_\_\_\_\_

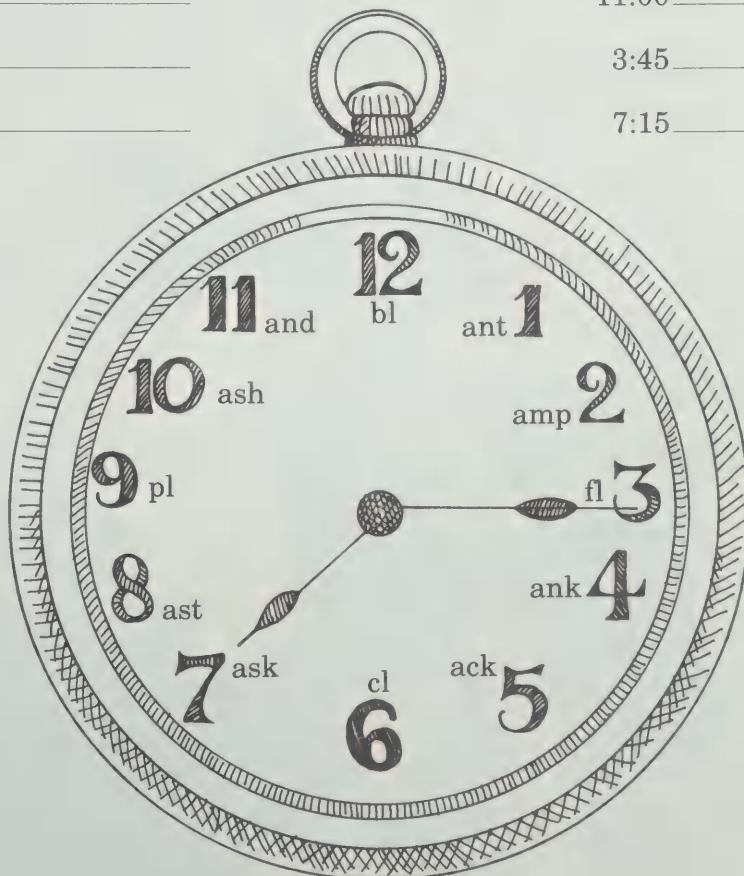
11:00 \_\_\_\_\_

9:05 \_\_\_\_\_

3:45 \_\_\_\_\_

10:30 \_\_\_\_\_

7:15 \_\_\_\_\_

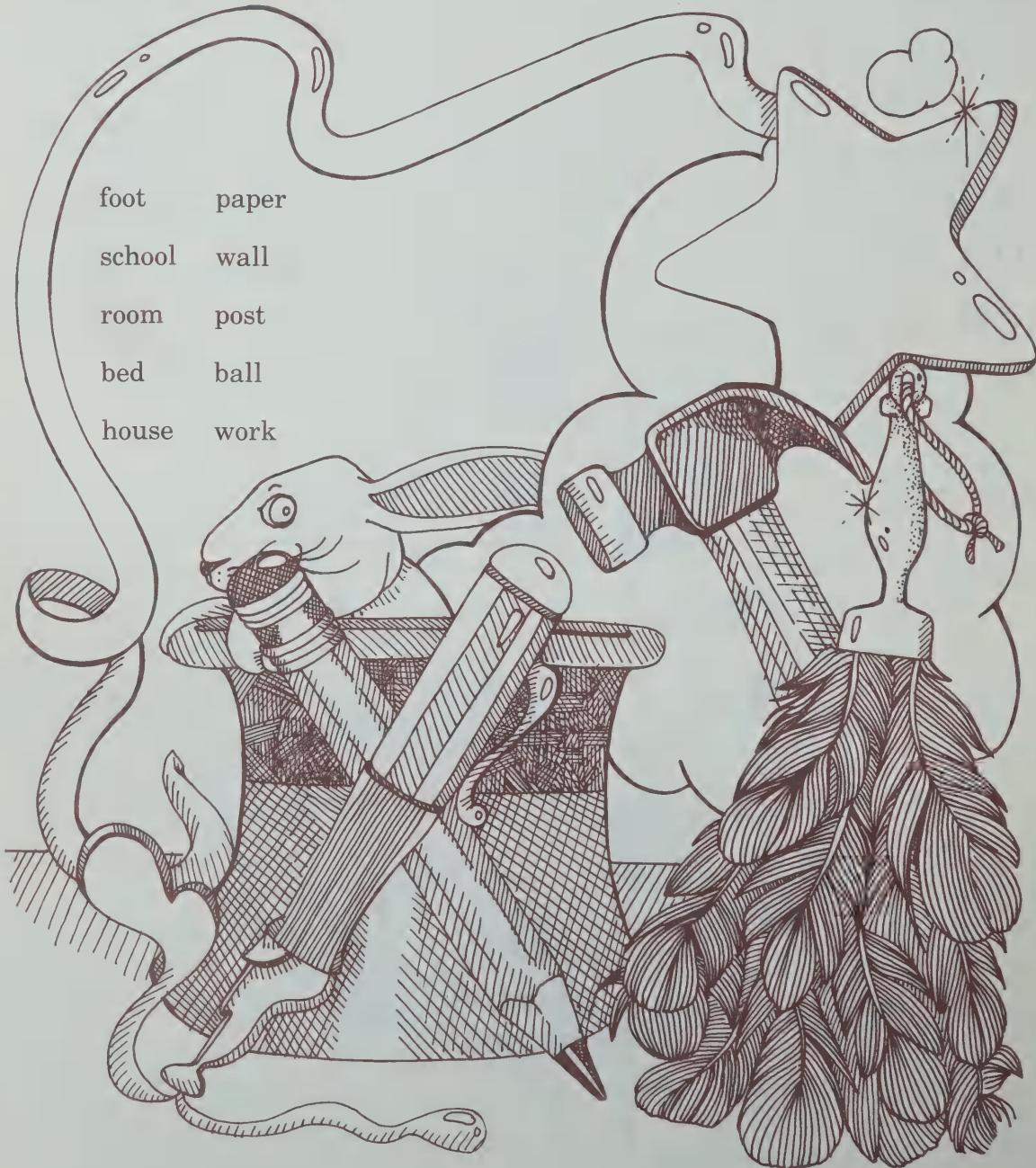


# WORD MAGIC

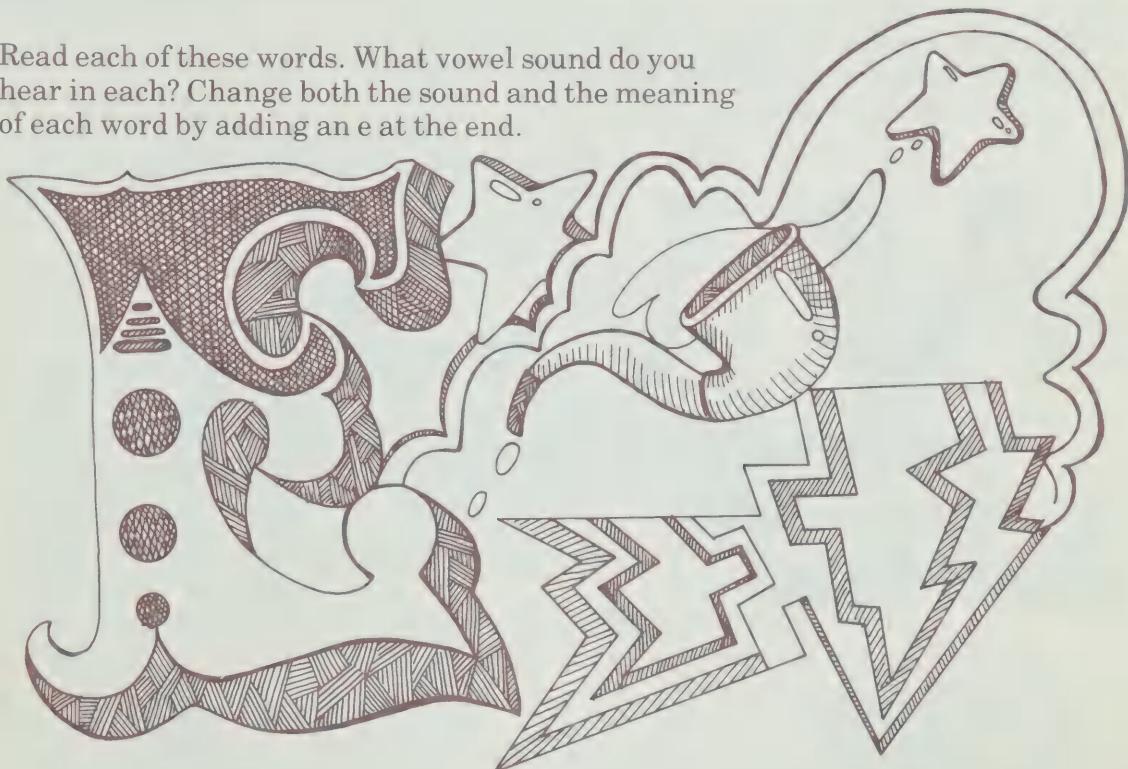
Name \_\_\_\_\_

These words can be put together to make many words.  
Write all the words you can make.

foot      paper  
school      wall  
room      post  
bed      ball  
house      work



Read each of these words. What vowel sound do you hear in each? Change both the sound and the meaning of each word by adding an e at the end.



pip \_\_\_\_\_

cub \_\_\_\_\_

rod \_\_\_\_\_

not \_\_\_\_\_

to \_\_\_\_\_

pal \_\_\_\_\_

tap \_\_\_\_\_

dim \_\_\_\_\_

can \_\_\_\_\_

mad \_\_\_\_\_

cap \_\_\_\_\_

man \_\_\_\_\_

rip \_\_\_\_\_

rat \_\_\_\_\_

bit \_\_\_\_\_

tab \_\_\_\_\_

cut \_\_\_\_\_

car \_\_\_\_\_

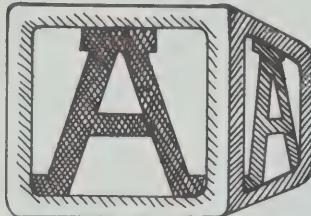
her \_\_\_\_\_

fir \_\_\_\_\_

# WHICH SOUND DO YOU HEAR?

Name \_\_\_\_\_

Say the name of each picture. What sound do you hear at the beginning of each word? Circle the two letters that stand for the sound you hear. Write three words for each beginning sound.

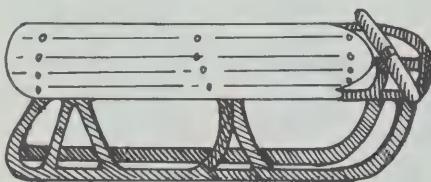


bl      fl      pl

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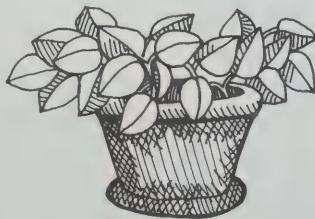


gl      cl      sl

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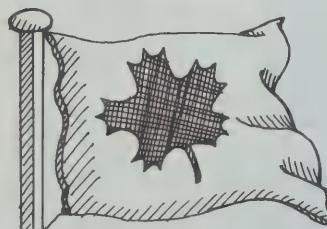


gl      pl      cl

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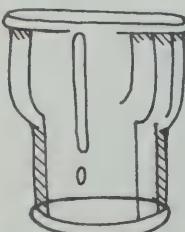


fl      pl      gl

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gl      pl      cl

---

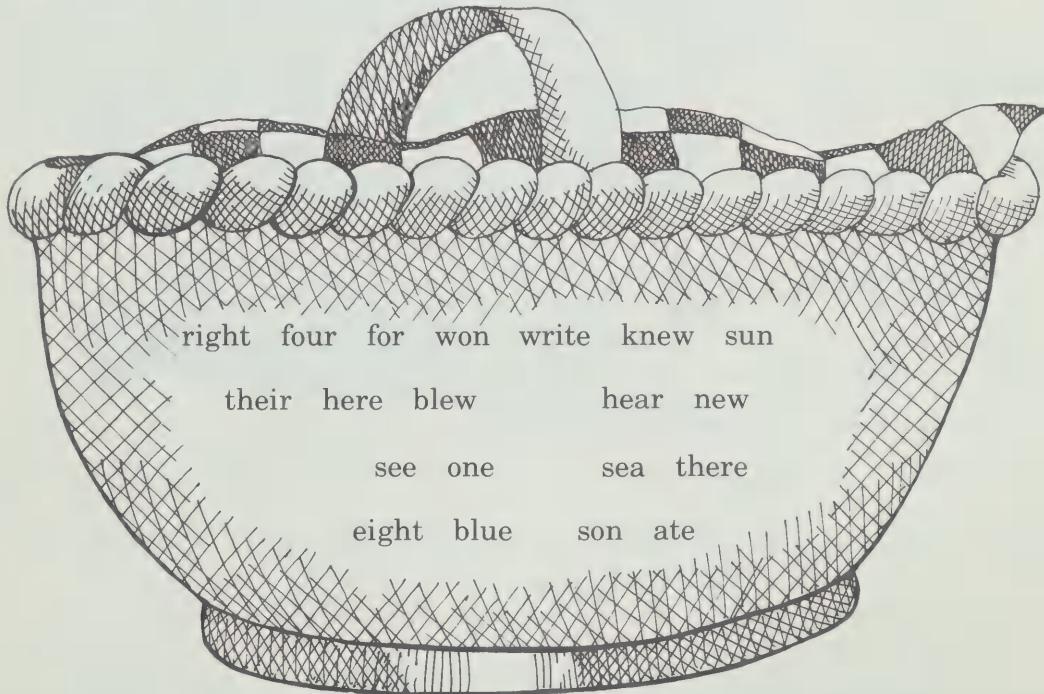
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# ONE SOUND — DIFFERENT SPELLINGS

Name \_\_\_\_\_

Say each word in the basket. Write the pairs of words that sound alike but mean different things.



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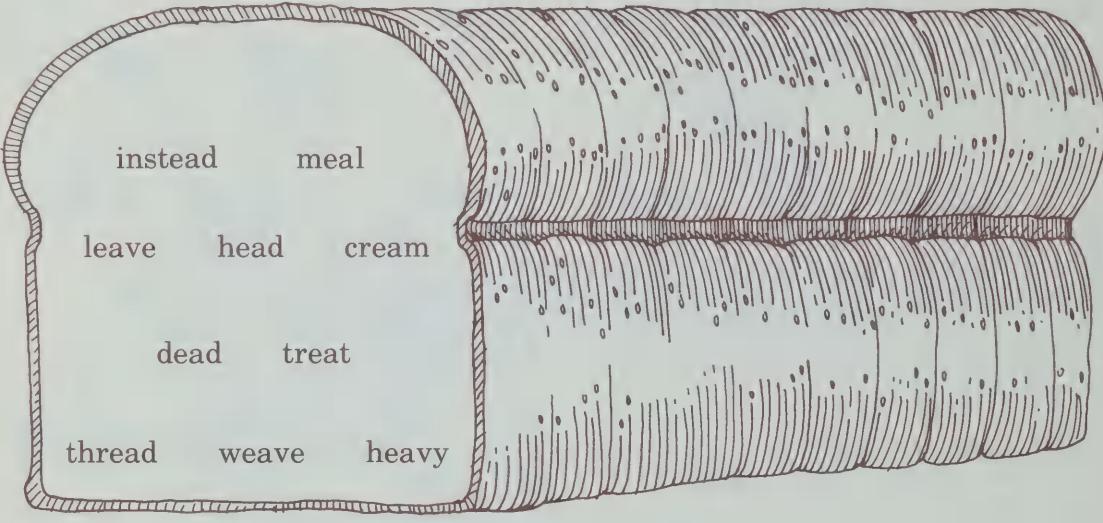
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# THIS IS EASY!

Name \_\_\_\_\_

In the loaf there are ten words with **ea**. Say each word and listen to the sound of **ea**. If the word has a short -e sound as in **bread**, write it under **bread**. If it has a long -e sound as in **meat**, write it under **meat**.



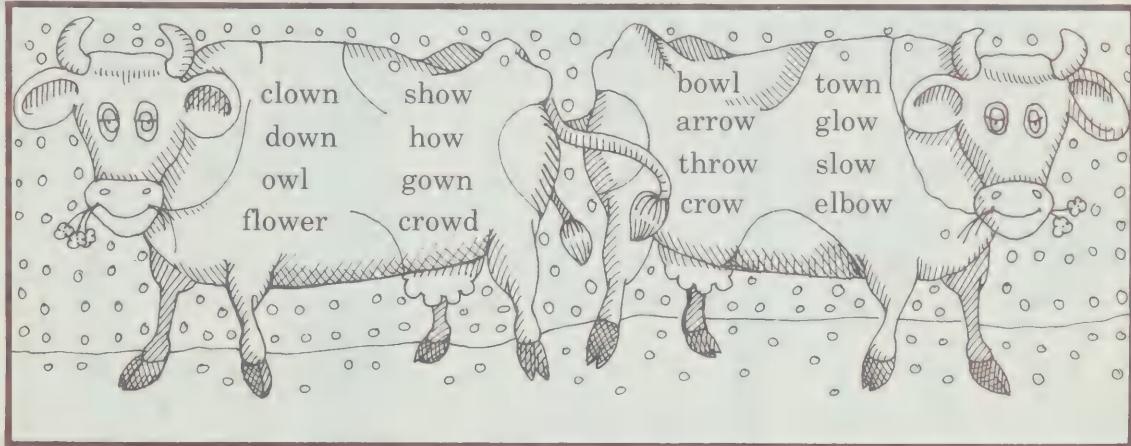
bread

meat

**OW! OW!**

Name \_\_\_\_\_

Read the words in the box below. Listen to the sound of **ow** in each. Which ones have the sound of **ow** as in **cow**? Which ones have **ow** as in **snow**? Write the words on the correct lines.



**ow** as in **cow**

ow as in snow

# CONTRACTION MATCH

Name \_\_\_\_\_

Match each contraction with its long form.

Write the contractions and the long forms on the lines below.

**Box 1**

does not did not

were not

could not do not

will not

is not should not

have not

**Box 2**

haven't won't

isn't

doesn't couldn't

didn't

don't weren't

shouldn't

1 \_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

4 \_\_\_\_\_

\_\_\_\_\_

5 \_\_\_\_\_

\_\_\_\_\_

6 \_\_\_\_\_

\_\_\_\_\_

7 \_\_\_\_\_

\_\_\_\_\_

8 \_\_\_\_\_

\_\_\_\_\_

9 \_\_\_\_\_

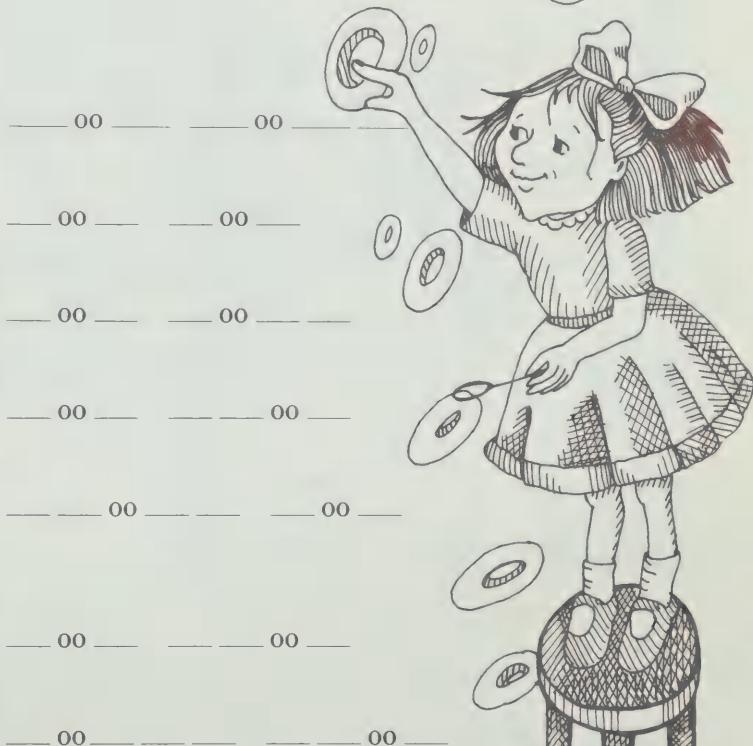
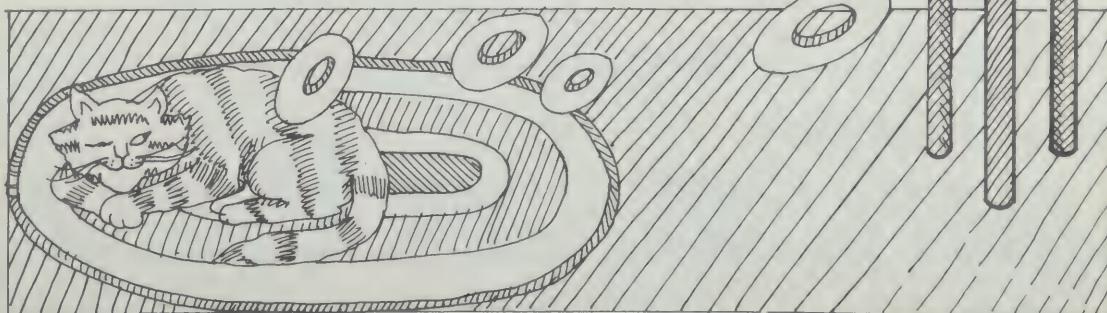
\_\_\_\_\_

10 \_\_\_\_\_

\_\_\_\_\_

Read the clues below. Each should make you think about two words, one with **-oo** as in **zoo** and the other **-oo** as in **took**. Print the missing letters in the spaces.

1. Your teacher helps you \_\_\_\_\_ oo \_\_\_\_\_ oo \_\_\_\_\_
2. A carpenter must have these to do his work well. \_\_\_\_\_ oo \_\_\_\_\_ oo \_\_\_\_\_
3. When you make supper you do this. \_\_\_\_\_ oo \_\_\_\_\_ oo \_\_\_\_\_
4. You might call some shoes by this name. \_\_\_\_\_ oo \_\_\_\_\_ oo \_\_\_\_\_
5. You might use this to clean the chimney. \_\_\_\_\_ oo \_\_\_\_\_ oo \_\_\_\_\_
6. Sandpaper is used to do this. \_\_\_\_\_ oo \_\_\_\_\_ oo \_\_\_\_\_
7. In the mountains you may stop here for a drink. \_\_\_\_\_ oo \_\_\_\_\_ oo \_\_\_\_\_
8. In the kitchen you might sit on this. \_\_\_\_\_ oo \_\_\_\_\_ oo \_\_\_\_\_



Answer each riddle below by finding a word that rhymes with the word next to the riddle. Print your answer on the line.

1. A number of cows. **bird** \_\_\_\_\_



2. A kind of tree. **blur** \_\_\_\_\_

3. A bend in the road. **nerve** \_\_\_\_\_

4. Fire will do this. **fern** \_\_\_\_\_

5. Something is steady. **term** \_\_\_\_\_

6. Canoes may be made  
from the bark of this  
tree. **church** \_\_\_\_\_

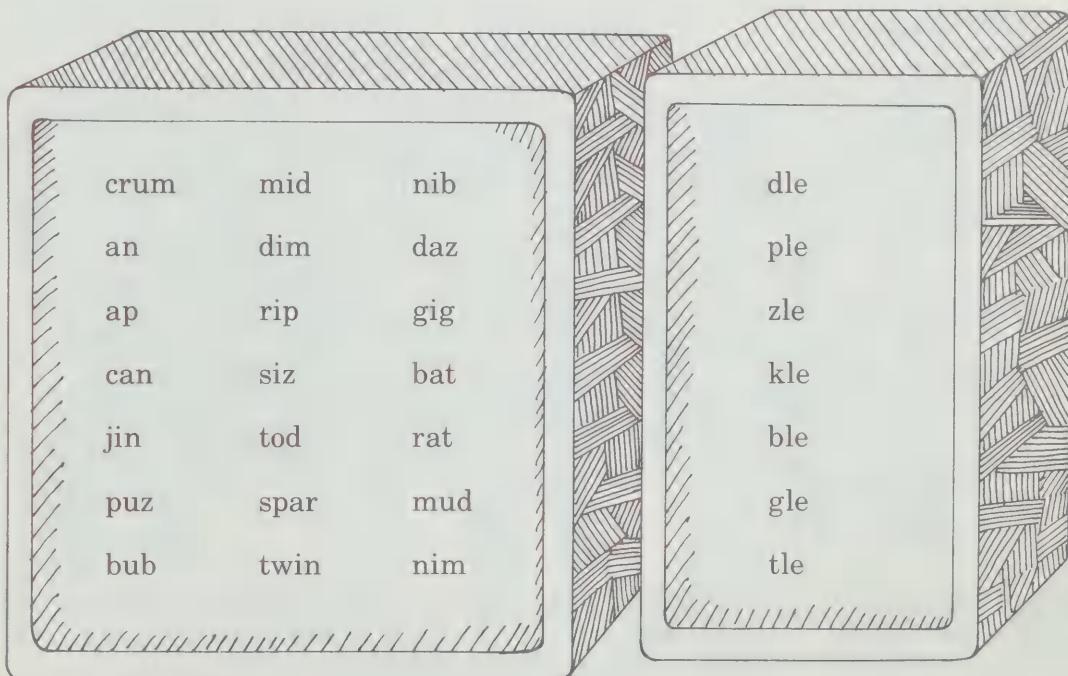
7. Someone who attends  
to you at the store. **quirk** \_\_\_\_\_

8. The covering of mam- **stir**  
mals. \_\_\_\_\_

## SYLLABLE JUMBLE

Name \_\_\_\_\_

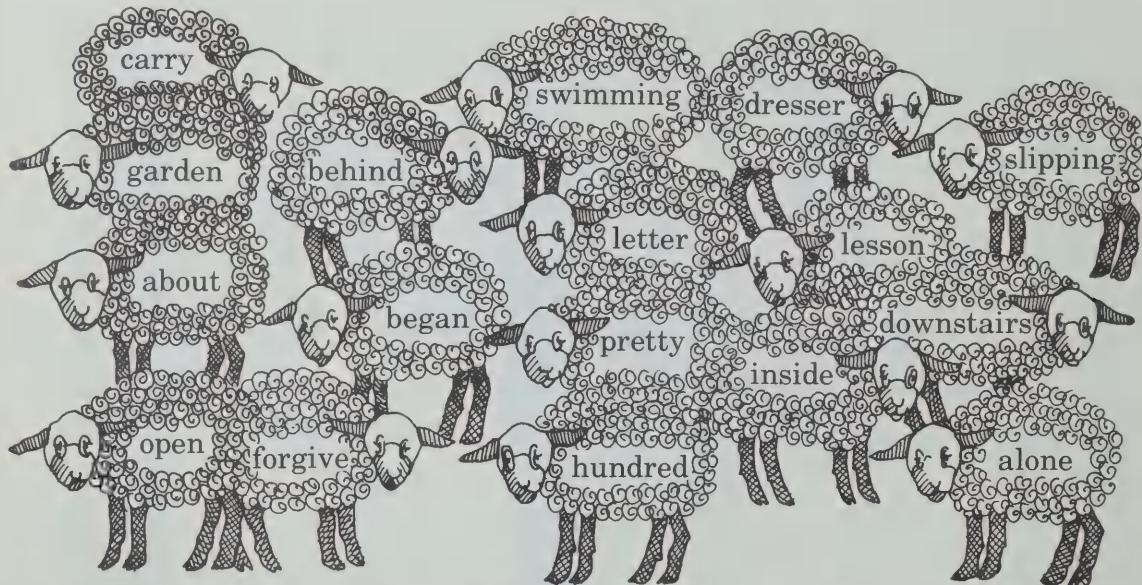
Make as many words ending in a consonant + le as you can, by matching the syllables in Box A with those in Box B. Write all the words you make on the lines below.



# SILLY SYLLABLES

Name \_\_\_\_\_

These silly syllables don't know where they should go!  
Can you help? Sort the words into their proper lists  
under the headings below. Divide the words into  
syllables as you list them.



**Divided Between  
Double Consonants**

**Divided After  
a Vowel**

**Divided Between  
Consonants**

# CROSSWORD PUZZLER

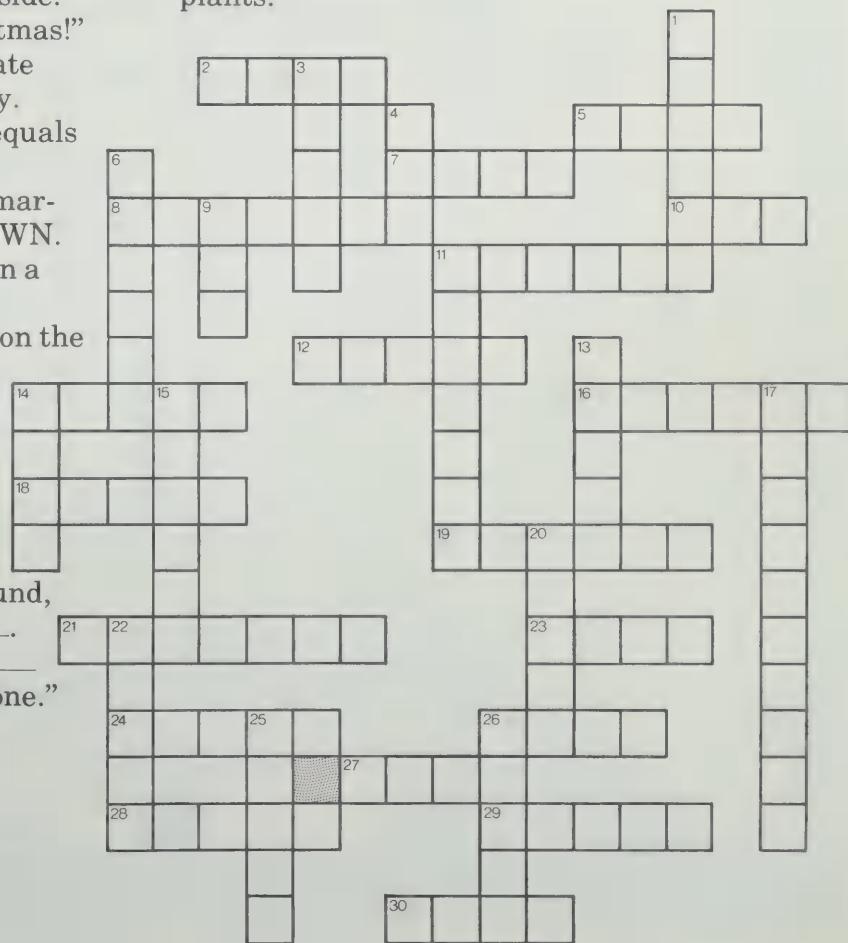
Name \_\_\_\_\_

## ACROSS

2. Opposite of "bad".
5. Many people live here.
7. 60 minutes.
8. Not happy.
10. Opposite of beginning.
11. An animal that builds dams.
12. A \_\_\_\_\_ of geese.
14. Opposite of tiny.
16. Opposite of outside.
18. "\_\_\_\_\_ Christmas!"
19. You get chocolate eggs on this day.
21. Ten times ten equals one \_\_\_\_\_.
23. This person is married to #22 DOWN.
24. This person is in a circus.
26. "Don't \_\_\_\_\_ on the ice!"
27. "Don't fall into a \_\_\_\_\_!"
28. "I hope you \_\_\_\_\_ your cake."
29. If no one is around, you are \_\_\_\_\_.
30. "That is a \_\_\_\_\_ car, not a new one."

## DOWN

1. You put it on bread.
3. Farmers grow these.
4. A question.
6. Season in the year.
9. What the weather is like in #6 DOWN.
11. "I came \_\_\_\_\_ I wanted to."
13. Six, seven, \_\_\_\_\_.
14. Part of a tree.
15. Where you grow plants.
17. Upstairs, \_\_\_\_\_.
20. Opposite of big.
22. A relative.
25. The past (before) form of write.
26. A rocket goes into \_\_\_\_\_.



# WORD SEARCH — SOFT -c

Name \_\_\_\_\_

There are at least eleven words with the soft -c sound in the puzzle below. Find and circle them. Words may be written across or down.

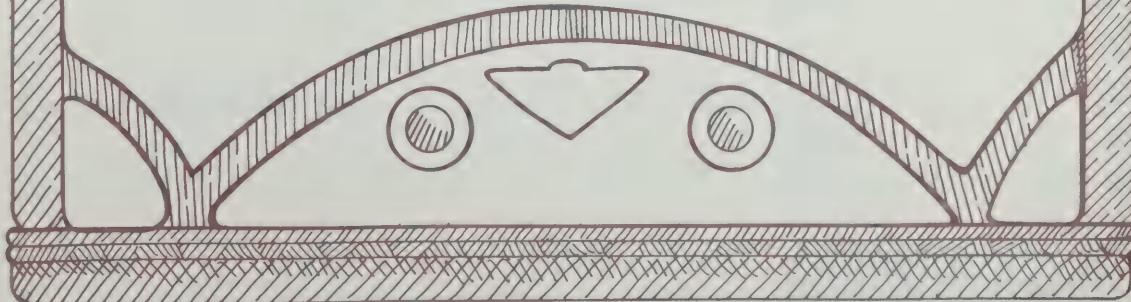
A	E	V	A	H	U	P	O	Y	Y	H
G	T	S	R	A	C	E	E	E	C	W
E	O	O	O	T	S	N	O	R	I	E
L	G	N	T	H	E	C	E	N	T	E
L	E	I	T	I	C	I	N	T	Y	S
N	I	C	E	I	L	L	S	I	N	F
O	R	E	S	D	A	N	C	E	T	A
R	I	L	T	O	B	A	B	S	R	C
E	A	Y	E	I	O	F	E	N	C	E
C	B	B	O	C	U	B	E	X	Y	C
A	M	E	S	E	Q	S	P	A	C	E

# Word Search — er, ir, ur

Name \_\_\_\_\_

Here is a word search with the letters er, ir and ur as in her, sir, and curl. Try to find and circle at least ten words with these letters. Words may be written across or down. After, make up your own word search using other letter patterns — sh, th, aw, etc.

P	I	H	O	B	E	A	V	E	R	P	E	T
O	N	A	W	T	N	N	O	D	E	W	D	H
I	T	T	H	A	T	O	G	R	Y	A	N	A
N	H	W	O	D	T	T	N	A	F	U	R	T
T	U	R	N	N	O	H	R	Y	I	E	G	W
E	R	P	P	A	H	E	E	V	R	T	L	A
R	T	E	C	H	U	R	C	H	E	S	L	T
O	N	O	R	E	L	S	E	I	W	I	I	E
O	S	E	M	O	H	O	G	U	O	R	Y	R



You can put variety into your sentences by using contractions. For example, "John could not fix the model because he did not have glue" might also be written as: "John couldn't fix the model because he didn't have glue." Make contractions from the words below, then use the new words in the sentences.

## Contractions

will

could

have

+ not

would

should

can

1. She \_\_\_\_\_ go because she missed the bus.
2. The workers \_\_\_\_\_ had a holiday for three years.
3. I \_\_\_\_\_ put the picture up!
4. Please tell me why you \_\_\_\_\_ do your homework.
5. The car \_\_\_\_\_ go without a full tank of gas.
6. We \_\_\_\_\_ come because we were angry.

# Consonant r

Name \_\_\_\_\_

In many words, the consonant r can change the vowel sound. For example, look at these pairs of words: bun, burn, pat, part; shot, short. Look through the list words at the end of your speller. Put five words under each heading below where r controls a vowel.

**R controls  
Vowel-a**

**R controls  
Vowel-e**

**R controls  
Vowel-i**

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**R controls  
Vowel-o**

**R controls  
Vowel-u**

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## ASSESSMENT AIDS

Note: The material on pages 124-127 may be reproduced as required.

- The **CLASS RECORD CHART** can be used as an account of the progress of individual students within the class or group. The design of the chart is flexible enough to accommodate a variety of record-keeping needs.
- The **HANDWRITING SELF-ANALYSIS** sheet provides students with a highly individualized self-examination of handwriting skill. It might be used several times throughout the school year.
- The **PERSONAL SPELLING LIST** can be used following each dictation pre-test or as each study unit is completed. The chart will provide each student with a record of personal "problem" words. See the sample chart provided in the FOREWORD of this guide.

# CLASS RECORD CHART

# HANDWRITING SELF-ANALYSIS

Name \_\_\_\_\_

Handwriting errors can look like spelling errors.

This practice sheet will help you to  
improve your handwriting skills.

## Step 1:

Read this sentence:

Good handwriting must be easy to read.

## Step 2:

Use these spaces to write the sentence as quickly as you can:

---

---

## Step 3:

Use these spaces to write the sentence in your best handwriting:

---

---

## Step 4:

Now answer these questions about your writing by putting a  
check mark in the correct boxes.

1. Do all letters have the same slant?
2. Does the capital **G** touch the top and bottom lines?
3. Is there a dot above each **i**?
4. Are the **t**'s crossed?
5. Does the **h** begin with a loop?
6. Is there a loop in each **e**?
7. Is the space the same between each word?
8. Are any letters pushed together?
9. Does the round part of the **g** rest on the line?
10. Are all letters the correct height?

QUICKEST WRITING		BEST WRITING	
YES	NO	YES	NO

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Step 5:

Write the sentence once more in your notebook, paying special  
attention to the style errors noted in Step 4.

# PERSONAL SPELLING LIST

Students: Use this chart to record your “problem” words.

Name \_\_\_\_\_

# LIST WORDS/BOOK THREE

## A

about 23 along 23  
across 23 also 32  
add 1 always 7  
afraid 7 animal 33  
afternoon 1 another 31  
ago 23 anyone 35  
air 27 anything 35  
alike 23 around 27  
almost 32 ask 1  
alone 23 aunt 17

## B

baking 34 blank 15  
bank 19 bless 15  
basket 2 blind 16  
bath 1 block 15  
beaver 23 born 29  
because 33 break 29  
before 27 bright 26  
began 1 broke 21  
begin 5 broken 28  
behind 27 butter 34  
beside 35 buy 25

## C

camp 1 class 17  
Canada 1 close 17  
can't 26 clown 17  
carry 34 coal 29  
catch 29 cost 14  
catches 33 crawl 32  
cent 13 cream 21  
chicken 33 cried 21  
Christmas 15 crop 22  
churches 31 cross 21  
city 13 cube 11

## D

dance 13 downstairs 27  
dark 22 draw 20  
deer 8 dream 20  
desk 15 dresser 34  
didn't 26 drink 20  
dig 4 drive 20  
dime 10 drop 3  
dish 4 dry 11  
dishes 29 dust 5  
does 11  
doesn't 26  
don't 26

## E

early 25 end 2  
Easter 23 enjoy 9  
eaten 23 even 15  
eight 27 evening 15  
eighty 27 ever 31  
else 2 everywhere 35

## F

face 13 forget 35  
family 25 forgive 29  
feel 8 forgot 35  
felt 2 forty 29  
fence 13 fox 3  
fight 26 frame 20  
fire 10 free 19  
flag 16 fresh 19  
flat 16 Friday 20  
flew 16 frog 19  
flock 16 front 19  
flower 27 frost 19  
fly 25 fur 32

## G

garden 22 grandfather 19  
gift 4 grandmother 19  
glass 16 gray 7  
gloves 16 great 19  
gold 14 greater 20  
golden 28 ground 27  
good-bye 21

## H

half 1 hot 4  
hang 19 horses 29  
haven't 26 hour 11  
held 17 huge 11  
hide 10 hundred 27  
high 26 hurt 31  
hole 9

## I

ice 13 inside 35  
ice cream 35 isn't 26  
Indian 4 its 26  
ink 4 it's 26

## J

jeans 23 joy 9

## K

knew 27 knife 10

## L

lady 25 lesson 34  
lame 7 letter 34  
large 22 line 10  
leaf 8 load 29  
learn 16 long 19  
leave 23 lost 14  
leaving 34 low 28  
left 2

## M

march 33 month 32  
maybe 35 morning 15  
meet 8 mouse 27  
merry 25 Mr. 22  
might 26 Mrs. 22  
Miss 22 Ms. 22  
Monday 7 myself 33  
money 7

## N

near 8 nicely 14  
nest 3 noon 28  
next 3 nothing 21  
never 32 number 5  
nice 13

## O

oak 29 open 31  
o'clock 17 orange 22  
often 27 order 31  
oil 9 outside 35  
once 13 own 28  
only 25

## P

page 22 pleased 8  
pain 16 plum 17  
paint 7 point 9  
Passover 35 pointer 9  
past 1 pond 3  
pencil 13 poor 28  
people 33 pray 20  
pink 5 present 20  
pipe 10 pretty 20  
place 13 print 21  
plan 17 puppy 7  
plane 7 push 32  
plate 17

**Q**

quick 34  
quit 34  
quite 34

**R**

race 13  
read 23  
rest 2  
river 31  
roast 14  
robin 3

rock 3  
rode 9  
rope 9  
rose 9  
rule 28  
ruler 28

**S**

sail 8  
sale 13  
sang 1  
Saturday 25  
scout 27  
seat 8  
seem 8  
send 2  
shade 16  
ship 4  
shoot 32  
shop 32  
shouldn't 26  
shout 28  
show 28  
sick 4  
sir 31  
skate 16  
sky 25  
sled 15  
sleepy 15  
slide 15  
slip 17  
slipping 34  
small 33  
smile 10  
smiling 33

soap 29  
soft 3  
softly 31  
somehow 35  
sometime 35  
sorry 25  
space 14  
spend 14  
spill 15  
spoon 14  
sport 29  
spot 4  
St. 22  
stand 14  
star 14  
start 22  
stay 8  
step 15  
stick 14  
still 34  
string 14  
suit 28  
summer 5  
Sunday 5  
sure 29  
swimming 34

**T**

tail 16  
talk 32  
thank 19  
thankful 32  
Thanksgiving 35  
these 32  
thing 20  
think 20  
third 31  
thirty 31  
those 32  
thread 23  
three 33  
throw 33  
Thursday 25  
tomorrow 28  
tonight 26  
trap 21

**U**

uncle 5  
under 31  
understand 35  
unhappy 5  
until 5  
upset 5  
used 11  
useful 11

**V**

visit 29

**W**

wait 7  
walking 32  
wash 33  
watch 33  
water 17  
wave 7  
week 8  
Wednesday 28  
whatever 35  
what's 26  
whenever 35  
while 33  
window 28

**Y**

yesterday 25  
yet 25  
your 21  
yourself 25

**Z**

zoo 29

# WORDSHOP VOCABULARY BOOKS TWO TO SIX

Wordshop words should be presented as vocabulary enrichment. More words of varying difficulty and meaning may be added as they arise in class or are suggested by the students. Students will profit from maintaining their own lists of Wordshop words on a special page in their notebooks.

## BOOK 2

### MONSTERS

monster	scary
ghost	witch
spooky	skeleton
old	something

### CHRISTMAS

Christmas	sleigh
Santa Claus	stocking
present	chimney
tree	reindeer
decorations	

### DAYS OF THE WEEK

Sunday	Friday
Monday	Saturday
Tuesday	week
Wednesday	weekend
Thursday	

### PLAY

toy	marbles
game	building set
puzzle	hockey
play dough	doll
bike	train
plane	skipping rope

Dictionary definitions and sentences to show the respective meanings could be entered following each word.

The teacher may wish to develop a master list of Wordshop vocabulary on a special bulletin board. As new theme words are encountered in daily classroom activities, the master list can be expanded.

Encourage the class to use Wordshop vocabulary in creative writing and research assignments.

These words could be combined with the "Words for Story Writing" sections at the back of the texts.

Many of the Wordshop words given in the student texts are words that will be encountered as List Words in later grades.

### SEASONS

season	snow
spring	ice
summer	rain
cold	warm
fall	hot
winter	icy

### FAMILY

family	aunt
parents	brother
grandpa	cousin
children	baby
grandma	child
uncle	sister

### BOOK 3

### THE ZOO

keeper	yak
cage	rhinoceros
wild	elephant
porpoise	giraffe
zebra	lion
monkey	hippopotamus

### THE FARM

pig	barn
duck	tractor
rooster	farmer
crops	fence
goat	

### SHOPPING

shopping centre	money
downtown	buy
drugstore	sell
department	store
plaza	

### PETS

kitten	gerbil
puppy	hamster
budgie	parrot
goldfish	turtle

### AROUND HOME

house	elevator
apartment	doorbell
kitchen	room
basement	driveway
garage	

## BOOK 4

### SPEED

speedometer	distance
cheetah	km/h (kilometres per hour)
road runner	
record	supersonic
engine	

### CANADA

country	capital
maritime	prairies
nation	western
province	east

### TIME

minute	century
history	calendar
second	sundial
future	time machine

### GAMES

checkers	football
marker	scrabble
indoor	spin
cards	outdoor
pretend	active

### IN THE CITY

traffic	travel
parking	bus
crowd	building
stoplight	urban
taxi	

### OUTER SPACE

rocket	orbit
comet	Mars
lunar	Jupiter
planet	Solar System
Saturn	Venus
landing	telescope

## BOOK 5

### HOCKEY

coach	referee
athlete	goaltender
penalty	arena
defence	face-off

### SPORTS

compete	swimming
soccer	tennis
bowling	defeat
basketball	track
volleyball	

### THE WORLD

Africa	Asia
Australia	Antarctica
South America	equator
continent	Europe

### WEATHER

degree	weather
fog	barometer
humid	thermometer
autumn	forecast
rainfall	

### THE SEA

ocean	whale
seashore	shark
submarine	depth
diver	aqualung

### CLOTHES

T-shirt	slacks
socks	underwear
boots	jeans
sweater	jacket

## BOOK 6

### CAREERS

career	apprentice
university	success
college	satisfaction
profession	employment
trade	

### NATIVE PEOPLE OF CANADA

society	rights
Eskimo	heritage
Indian	Inuit
native	preservation
culture	

### PEOPLE WHO CAME TO CANADA

immigrate	language
heritage	families
settler	relative
citizen	customs
tradition	

### FOOD

meal	gourmet
recipe	chef
snack	starved
delicious	menu
favourite	

### TELEVISION

program	listing
cable	channel
antenna	network
audio	commercials
video	

### THE OLYMPICS

Greece	wrestling
Olympics	universal
compete	participate
stadium	marathon
medal	

# WORDS TAUGHT, SPELLING IN LANGUAGE ARTS, BOOKS 2-8

The words presented in this spelling series were selected after examination of the published research of Dolch (*The 2000 Commonest Words for Spelling*), Fitzgerald (*A Basic Life Spelling Vocabulary*), Rinsland (*A Basic Vocabulary of Elementary School Children*), and Thomas (*The Basic Writing Vocabulary of Elementary School Children*). *The New Iowa Spelling Scale* and the Stothers-Minkler *Canadian Word List* were consulted to determine the spelling difficulty and placement of the words.

The number following each word indicates the grade in which it is introduced. In parentheses is shown the grade or grades in which it is presented for reteaching. Words for reteaching were selected on the basis of (1) spelling difficulty, (2) reinforcement of new words being presented, and (3) usefulness in the child's vocabulary.

Canadian children are faced with alternative spellings for a large number of words, e.g., colour and color, centre and center. In SPELLING IN LANGUAGE ARTS the British spelling has for the most part been adhered to. The *Gage Dictionary of Canadian English* was used as a guideline for preferred spellings and syllabication.

## A

addressed 7	agriculture 8	anchor 8	appreciate 8	assortment 8
abandon 6	ahead 6	ancient 8	approach 7	assume 8
ability 6 (7)	aid 5	and 2	appropriate 8	assurance 8
able 5	aim 5	angel 4	approval 8	assure 7
abroad 7	air 3	anger 5	approximate 8	astonish 8
about 2, 3	airplane 4	angle 7	April 4	astronaut 8
above 4	airport 4	angry 5 (5)	apron 5 (6)	athlete 7
absence 7	aisles 8	animal 3	aquarium 8	athletic 7
absent 7	admittance 7	alarm 4	arch 7	atmosphere 8
absolute 7	admitted 7	alcohol 7 (8)	arctic 7 (8)	atomic 6
absolutely 8	adolescent 8	alike 3	are 2	attach 7
abstract 7	adopt 5	alive 4	area 6	attachment 8
abundance 8	adopted 7	all 2	aren't 4	attack 6
accept 6 (8)	adorable 8	alley 6	argue 5 (7)	attend 5
acceptance 8	adore 6	allow 5	argued 6	attendance 8
accepted 6	advance 5	allowance 8	argument 7	attention 7
accessories 8	advantage 8	allowed 6 (7)	arithmetic 4 (5,6)	attic 5 (6)
accident 7	adventure 5	all right 6 (6,7)	antenna 8	army 5
accommodate 8	advertise 6	ally 6	antibiotic 8	attract 6
accompanied 8	advertisement 8	almanac 7	anticipation 8	around 3
accompany 7	advice 7	almost 3 (4)	anxiety 6	arranged 6
accomplish 7	advisable 8	alone 3	any 2	arrangement 7
account 7	advise 7	along 3	anyone 3	arrangements 6
accumulate 8	aerial 8	aloud 6 (7)	anything 3	audience 8
accurate 7	affair 7	already 6 (7)	apart 5	auditorium 8
accustom 8	affect 7	also 3 (4)	apartment 7	August 4
ache 5 (6)	affection 7	altar 8	apiece 7	aunt 3 (4)
achievement 8	affectionate 8	alter 7	apologize 8	author 6 (7)
acid 7	afford 7	alternate 8	apology 8	authority 8
acknowledge 8	afraid 3 (3)	although 6	apparatus 6	autobiography 8
acquaintance 8	after 2	altogether 6	apparent 8	autocratic 7
across 3 (4)	afternoon 3 (3)	always 3 (3,4,5)	appear 6 (7,8)	autograph 7
act 5	afterwards 6	am 2	appearance 8	automatic 7
action 5	again 2 (2,3,4)	amateur 8	appearing 6	automation 8
active 6	against 6	ambition 7 (8)	appetite 8	automobile 7
activities 8	age 4	ambitious 7	applaud 8	autumn 6
activity 7	agency 7	ambulance 4	applause 7	auxiliary 8
actor 5	agent 5	among 4 (6)	apple 2 (2)	available 8
actress 5	agents 7	amount 5	apples 4	avenue 5
actual 8	aggravate 8	ample 8	application 8	average 5 (5)
add 3	aggressor 8	amplifier 8	applied 6	avoid 7
addition 5 (6)	ago 3	amuse 6	apply 7	award 6
address 5	agree 5	amusement 7	applying 8	aware 8
	agreement 6	analysis 8	appointed 7	away 2
				assignment 7
				assist 7
				awhile 6
				associate 8

baby 2 (2)  
 bachelor 8  
 back 2  
 backward 6  
 bacon 5  
 bad 2  
 badge 5  
 bag 2  
 baker 4  
 baking 3  
 balance 8  
 balloon 6  
 ballot 7  
 banana 7  
 bandage 6  
 bank 3  
 bankruptcy 8  
 banquet 7  
 barbecue 8  
 bare 4  
 barely 6  
 bargain 8  
 bark 2 (4)  
 barn 4  
 barometer 7  
 barrel 5 (8)  
 base 5  
 baseball 4  
 basement 5  
 basis 8  
 basket 3  
 basketball 7  
 baskets 4  
 bath 3  
 bathe 5  
 battery 8  
 battle 5  
 be 2 (2)  
 beach 7  
 bear 4  
 beast 5  
 beautiful 6  
 beauty 5 (5,6)  
 beaver 3  
 because 3 (5)  
 become 4  
 becoming 7  
 bed 2  
 bedroom 2  
 bedtime 4  
 before 3  
 began 3 (3)  
 begin 3 (3)  
 beginning 6 (7,8)  
 begun 5 (5)  
 behave 6  
 behaviour 8  
 behind 3  
 belief 7  
 believe 6  
 believed 7 (8)  
 bell 2  
 belong 4  
 below 5

belt 4  
 beneath 5  
 beneficial 7  
 benefit 7 (8)  
 bent 5  
 berry 4 (4,5)  
 beside 3  
 best 2 (3)  
 better 4  
 between 4 (4,5)  
 beyond 6  
 bicycle 8  
 big 2  
 bigger 4  
 biggest 5  
 birch 4  
 bird 2 (3)  
 birth 5  
 birthday 2 (3)  
 bite 2  
 bitter 5  
 black 2  
 blade 4  
 blame 5  
 blank 3  
 blanket 5  
 blaze 4  
 bleeding 6  
 base 5  
 baseball 4  
 blew 5  
 blind 3  
 blizzard 7  
 block 3  
 blood 5  
 bloom 5  
 blossom 6  
 blow 2  
 blue 2  
 bluff 6  
 board 5  
 boast 4  
 boat 2  
 boating 4  
 body 4  
 boil 4  
 boiler 6  
 bonfire 6  
 bonus 8  
 book 2  
 bookcase 4  
 booklet 6  
 border 4  
 bored 6  
 born 3  
 borrow 5  
 bother 5  
 bottle 4  
 bottom 6  
 bought 4 (6)  
 boulder 7  
 bound 5  
 boundary 7  
 bouquet 7  
 bow 5  
 bowl 5

bowling 6  
 box 2 (2)  
 boxes 4 (4)  
 boy 2  
 bracelets 8  
 brain 5  
 beside 3  
 brake 8  
 branch 4  
 branches 5  
 brave 4  
 bread 2 (3)  
 break 3  
 breakfast 2 (3,4)  
 breaking 5  
 breast 7  
 breath 6  
 brick 4  
 bridal 7  
 bridge 5  
 bridle 7  
 brief 6  
 bright 3 (4)  
 brilliant 8  
 bring 2 (2)  
 broad 6  
 broke 3  
 broken 3  
 broker 7  
 brook 4  
 broom 4  
 brother 2 (2)  
 brought 5  
 brown 2  
 brunette 7  
 bloom 5  
 brush 4  
 brushed 4  
 brushes 4  
 bucket 6  
 budget 8 (8)  
 board 5  
 boast 4  
 boat 2  
 boating 4  
 body 4  
 boil 4  
 boiler 6  
 bonfire 6  
 bonus 8  
 book 2  
 bookcase 4  
 booklet 6  
 border 4  
 bored 6  
 born 3  
 borrow 5  
 bother 5  
 bottle 4  
 bottom 6  
 bought 4 (6)  
 boulder 7  
 bound 5  
 boundary 7  
 bouquet 7  
 bow 5  
 bowl 5

catch 3  
 catches 3  
 cattle 4  
 caught 5  
 cause 6  
 caution 7  
 cave 4  
 cease 8  
 ceiling 7 (8)  
 celebrate 7  
 celery 7 (7)  
 cellar 6 (7)  
 Celsius 5 (5)  
 cement 6  
 census 8  
 cent 3  
 centimetre 4 (4)  
 clause 8  
 central 6  
 centre 6 (7)  
 century 7  
 cereal 7  
 certain 5 (6)  
 certainly 7 (7)  
 certificate 8  
 chain 4  
 chair 2  
 chalk 5  
 challenge 8  
 chance 4 (4)  
 change 4  
 changeable 8  
 channel 8  
 chapter 4 (6)  
 character 7  
 charge 5  
 clothes 4  
 charity 8  
 chase 4  
 chauffeur 8  
 cheap 6  
 check 5  
 cheek 4  
 cheered 4  
 cheerful 5  
 cheese 4  
 coarse 6 (7)  
 chemical 6  
 chemistry 8  
 cherry 5  
 chicken 3  
 chief 5  
 chiefly 7  
 child 2 (3)  
 children 2 (2,4)  
 chimney 7  
 chin 2  
 chinook 7  
 chisel 8  
 chocolate 7  
 choice 5 (6)  
 choir 7  
 choose 5  
 chop 4  
 chord 7  
 chorus 8  
 chose 5  
 chose 5  
 Christ 6

catch 3  
 catches 3  
 cattle 4  
 caught 5  
 cause 6  
 caution 7  
 cave 4  
 circumference 8  
 circumstances 8  
 circus 5  
 citizens 8  
 city 3 (4)  
 Celsius 5 (5)  
 civil 7  
 civilization 8  
 census 8  
 claim 5  
 cent 3  
 class 3  
 centimetre 4 (4)  
 clause 8  
 central 6  
 clean 2 (3)  
 centre 6 (7)  
 clear 4  
 century 7  
 clergy 7  
 cereal 7  
 clerk 7  
 certain 5 (6)  
 certainly 7 (7)  
 client 7  
 cliff 5  
 chain 4  
 climate 7  
 chair 2  
 climbed 4  
 chalk 5  
 climbing 6  
 cloak 4  
 clock 2 (2,3)  
 close 3 (4,7)  
 closed 4  
 closet 6  
 closing 4  
 cloth 5  
 clothes 4  
 charity 8  
 clothing 5  
 cloud 4  
 cloudy 5  
 clover 5  
 clown 3  
 club 4  
 coach 4  
 coal 3  
 coarse 6 (7)  
 coast 4  
 cocoa 7  
 coffee 4 (5,6)  
 cherry 5  
 chicken 3  
 coin 4  
 cold 2  
 collapse 8  
 collar 5  
 collect 5  
 collection 7  
 chin 2  
 collector 6  
 chinook 7  
 college 7  
 collision 8  
 colonel 8  
 colonies 6  
 choir 7  
 choose 5  
 colour 4  
 coloured 5  
 colt 4  
 column 7  
 comb 4  
 combination 8

Christmas 3 (4,6)  
 church 2  
 churches 3  
 cigar 6  
 circle 6 (7)  
 circular 8  
 circulation 8

combine 6 continue 6  
come 2 continues 7  
comfort 6 contract 7  
comfortable 6 contrary 7  
coming 2 (7) control 5  
command 7 controller 8  
commence 7 controversy 8  
commerce 7 convenience 8  
commercial 8 convention 7  
commission 8 conversation 6  
committee 8 convert 8  
common 5 convict 8  
communicate 8 convince 7  
communication 8 cooking 2  
communism 8 cooperation 8  
communist 7 copies 7  
companies 6 copper 5  
companion 7 copy 5 (6)  
company 5 cordially 8  
comparative 8 corner 4  
compare 8 corps 8  
compass 7 corpse 8  
compel 8 correct 5  
compete 8 correspondence 8  
competent 8 corrupt 8  
competition 8 cost 3  
complain 7 costume 6  
complete 6 cottage 6  
completion 8 cotton 4  
compliment 8 cough 5  
compound 8 could 2 (3,4)  
conceal 8 council 8  
conceive 8 counsel 8 (8)  
concern 7 count 2 (5)  
concert 6 counted 4  
conclude 7 countries 6  
conclusion 8 country 4 (5)  
concrete 7 (7) county 5  
condemn 8 couple 5 (6)  
condition 7 coupon 8  
conduct 7 courage 6 (6)  
confederation 7 courageous 8  
confidence 8 course 5  
confidential 8 court 6 (7)  
confirm 7 courtesy 8 (8)  
confuse 7 cousin 5  
congratulations 8 cousins 6  
connect 7 cover 5  
conquer 7 covering 5  
conscience 8 cow 2  
conscious 7 coward 8  
consent 6 crack 4  
consequence 8 cradle 6  
conservation 8 crash 6  
consider 6 crawl 3  
considerable 8 crayons 4  
consideration 7 crazy 6  
consist 7 cream 3 (4)  
constant 7 create 6  
consult 7 creator 7  
contains 6 creature 6 (8)  
content 7 credit 8  
contest 5 (7) creek 4  
continent 7 crept 6  
continually 8 crew 4

cricket 4  
cried 3 (5)  
criminal 7  
contrary 7  
control 5  
controller 8  
controversy 8  
convenience 8  
convention 7  
conversation 6  
convert 8  
convict 8  
convince 7  
cooking 2  
cooperation 8  
copies 7  
copper 5  
copy 5 (6)  
cordially 8  
corner 4  
corps 8  
corpse 8  
correct 5  
correspondence 8  
corrupt 8  
cost 3  
costume 6  
cottage 6  
cotton 4  
cough 5  
could 2 (3,4)  
council 8  
counsel 8 (8)  
count 2 (5)  
couple 5 (6)  
countries 6  
country 4 (5)  
county 5  
couple 5 (6)  
coupon 8  
courage 6 (6)  
courageous 8  
course 5  
court 6 (7)  
courtesy 8 (8)  
cousin 5  
cousins 6  
cover 5  
covering 5  
cow 2  
coward 8  
crack 4  
cradle 6  
crash 6  
crawl 3  
crayons 4  
crazy 6  
cream 3 (4)  
create 6  
creator 7  
creature 6 (8)  
credit 8  
creek 4  
crept 6  
crew 4

## D

depart 5  
department 6 (7)  
departure 6  
discover 5  
deposit 7  
depot 6  
discuss 8  
depth 6  
descend 8  
describe 6 (8)  
describing 7  
description 8  
desert 7 (8)  
deserve 7  
designer 7  
desirable 8  
desires 4 (8)  
desk 3  
despair 8  
desperate 8  
despise 7  
destination 7  
destroy 7  
destruction 8  
details 8  
develop 8  
development 7  
device 8  
dew 5  
diagram 7  
dial 6 (8)  
diameter 8  
diamond 7  
do 2  
doctor 4 (6)  
document 8  
dodge 5  
does 3 (4,5,7)  
doesn't 3 (6,7,8)  
dog 2 (2)  
doing 2  
doll 2  
dollar 5 (7)  
domestic 8  
done 2 (3)  
donkeys 4  
don't 3 (4)  
door 2  
double 5  
doubt 5 (5,6,8)  
doubtless 7  
down 2  
downstairs 3 (5)  
dozen 5 (5)  
drag 3  
drama 7  
dramatic 8  
draw 3  
drawing 4  
dread 6  
dreadful 6  
dream 3  
dreaming 4  
dress 2  
dressed 4  
dresser 3  
drew 5  
discontinue 8  
dried 5

drink 3  
drive 3  
driving 4  
drop 3  
dropped 4  
dropping 4  
drown 5  
drum 4 (7)  
dry 3  
due 5  
duet 7  
duplicate 8  
during 4 (4,5)  
dust 3  
dutiful 7  
duty 5  
dwelling 7  
dying 6 (8)  
dynamite 8

**E**  
each 2  
eager 5  
ear 2  
earliest 6  
early 3 (4,5)  
earn 4  
earnest 6  
earth 4 (5)  
ease 5  
easier 6 (6)  
easily 6  
Easter 3  
easy 4  
eat 2 (2)  
eaten 3  
eating 2  
echo 4  
eclipse 8  
ecology 7  
economy 8  
edge 5  
edition 8  
editor 7  
editorial 8  
education 7  
educational 8  
effect 7  
effective 8  
efficient 8  
effort 7  
egg 2  
eight 3 (5)  
eighteen 4 (5)  
eighth 6  
eighty 3  
either 6  
elbow 7  
elect 6  
election 7  
electric 6  
electrical 7  
electrician 7  
electricity 8 (8)  
electronics 8  
element 8  
elephant 4  
elevator 6 (8)  
eleven 5  
eligible 8  
eliminate 8  
elm 4  
else 3  
embarrass 8  
emergency 8  
emigrate 8  
empire 6  
employed 6  
employer 8  
employment 8  
empty 5 (6)  
enable 8  
enclose 6  
enclosure 8

encourage 7  
end 3  
endanger 6  
endeavour 8  
endure 8  
enemy 6  
energy 8  
enforce 6  
engage 6 (6)  
engaged 8  
engine 6 (6)  
engineer 7  
enjoy 3 (3,5)  
enjoyable 6  
enjoyed 4  
enormous 8  
enough 5  
enrol 8 (8)  
enter 5  
entertain 6  
entertainment 8  
enthusiasm 8  
entire 7  
entirely 8  
entrance 6  
entry 6  
envelop 8  
envelope 6 (7)  
enviable 8  
envy 6  
equal 5  
equally 6  
equipment 7  
equipped 8  
eraser 7  
errand 7  
errors 7  
escape 7  
especially 8  
essential 8  
establish 8  
estimated 8  
eternal 8  
evaporate 8  
even 3 (3)  
evening 3 (4,5)  
event 5  
eventually 8  
ever 3  
evergreen 4  
every 2 (3)  
everybody 5  
everyone 6  
everywhere 3  
evident 8  
exaggerate 8  
examination 7  
examinations 8  
examine 6  
example 7  
exceed 8  
excellent 7 (8)  
except 6  
exception 7 (7)  
exceptional 8

**F**  
face 3  
facilities 8  
factor 8  
factory 7  
faculty 8  
fail 4  
failed 4  
failure 6  
faint 6  
fair 4  
fairy 2  
faithful 6  
faithfully 8  
false 5  
familiar 8 (8)  
families 6  
family 3 (4)  
famous 5  
fancy 5  
far 2  
farewell 7  
farm 2  
flag 3  
farmer 4  
farther 4  
fascination 8  
fashion 6  
fasten 5 (7)  
faster 4  
fatal 7  
father 2 (2)  
fatigue 8  
fault 5 (8)  
faulty 6  
favour 6  
favourable 6  
favourite 7  
fear 5  
feast 4  
feather 5 (5)  
feature 8  
February 6 (7,8)  
federal 8  
fee 4  
feeble 8  
feed 2  
feel 3  
feeling 4  
feet 4  
fell 2 (2)  
fellow 5  
felt 3  
fence 3  
ferry 7  
fertile 7  
festival 7  
fever 7  
few 4  
field 4 (4)  
fierce 7  
fifteen 4  
fifteenth 6 (8)  
fifth 5  
fifty 6

fight 3 (4)  
figure 6  
filing 7  
fill 2  
filled 4  
final 5  
finally 7  
finance 7  
financial 8  
find 2  
fine 2  
finger 5  
finish 4  
fir 4  
fire 3  
firm 6  
first 2 (3,4)  
fish 2  
fishing 4  
fitted 6  
five 2  
fix 6  
fixtures 7  
farm 2  
flag 3  
flame 6  
flash 6  
flat 3  
flew 3  
flies 4  
flight 5  
float 4  
floating 4  
flock 3  
flood 5  
floor 2  
floral 7  
flour 5  
flower 3  
fly 3  
flying 4  
foil 6  
feature 8  
foliage 8  
follow 4  
following 5  
fond 4  
food 2  
foolish 6  
foot 2 (2)  
for 2  
forbid 5  
forbidden 6  
force 5  
forehead 8  
foreign 8  
forest 4  
forget 3  
forgetful 5  
forgive 3 (3)  
forgot 3  
forgotten 6  
fork 4  
form 4  
formerly 7  
forsake 8  
fortunate 6

fortune 6  
 forty 3 (7)  
 forward 6  
 forwarded 6  
 fought 5  
 foul 6  
 found 2  
 foundation 6  
 fountain 5  
 four 2 (3)  
 four-ninths 6  
 fourteen 4  
 fourth 6  
 fox 3  
 foxes 4  
 fraction 6  
 fragrant 8  
 frame 3 (5)  
 free 3  
 freedom 6  
 freeze 5  
 freight 6 (7)  
 French 4  
 frequently 8  
 fresh 3  
 Fri. 4  
 Friday 3  
 friend 2 (3,4,5,8) gift 3  
 friendly 5 (6) girl 2  
 friendship 6 give 2  
 frighten 5 (6) giving 4  
 frightened 7 glacier 8  
 frog 3 glad 2 (3)  
 from 2 (2,3) glass 3  
 front 3 glasses 4  
 frost 3 glimpse 8  
 fuel 7 globe 5  
 fulfilled 8 gloomy 7  
 full 2 glorious 8  
 fun 2 (2) glory 6  
 function 8 gloves 3  
 funeral 7 glow 4  
 fungus 7 gnaw 4  
 funny 2 (4) go 2  
 fur 3 goal 5  
 furnace 7 goalie 4  
 furnish 5 God 2  
 furnishing 7 goes 2 (3,4)  
 furniture 6 going 2  
 further 6 gold 3  
 fury 8 (8) golden 3  
 future 5 gone 2  
 good 2  
 good-bye 3 (5,6)  
 goose 4  
 gossip 8  
 got 2 (3)  
 gourmet 8  
 govern 6  
 government 8  
 governor 7  
 grace 6  
 gracious 8  
 grade 2 (3)  
 graduate 7

## G

graduation 6  
 grain 4 (5)  
 grammar 6 (7,8) habit 6  
 grand 4 had 2  
 grandfather 3 hadn't 6  
 grandmother 3 hair 2  
 grass 2 (2,4) half 3 (4,5)  
 grasshopper 5 hammer 6  
 grateful 7 handful 6  
 gratitude 8 handle 5  
 grave 5 handy 4  
 gravel 6 hang 3  
 gray 3 happen 4 (7)  
 great 3 happened 6  
 greater 3 happily 6  
 greatest 4 (5) happiness 6  
 green 2 happy 2 (2)  
 grief 6 (7) harbour 5  
 generally 7 (8) hard 4  
 generation 8 harder 5  
 generous 7 groceries 7  
 gentle 5 grocery 6  
 gentleman 5 ground 3  
 genuine 8 group 5  
 geography 7 grow 2  
 get 2 growing 4  
 ghost 6 grown 5  
 giant 5 (6) growth 5  
 gift 3 guarantee 8  
 girl 2 guard 6 (7)  
 give 2 guardian 8  
 giving 4 guessed 5 (6)  
 glacier 8 guest 6 (7)  
 glad 2 (3) guidance 7  
 glass 3 guide 6 (7)  
 glasses 4 guilty 7  
 glimpse 8 gymnasium 8

## H

hide 3  
 hiding 4  
 high 3  
 higher 5  
 highway 4  
 hike 4  
 him 2  
 hinge 7  
 hire 5  
 his 2  
 historical 8  
 history 5  
 hobby 6  
 hockey 5  
 hold 2  
 hole 3  
 holiday 5  
 hollow 5  
 holy 6 (7)  
 home 2  
 homogeneous 8  
 honest 6  
 honesty 7  
 honey 4  
 honour 6 (7)  
 honourable 8  
 hop 2  
 hope 2 (3)  
 hoping 5  
 hopped 4  
 horrible 7  
 horror 7  
 horse 2 (2,3,4)  
 hose 5  
 hospital 7  
 hostess 7  
 hot 3  
 hotel 6  
 hottest 4  
 hour 3  
 hourly 6  
 house 2 (2,3)  
 how 2  
 however 5  
 huge 3 (5)  
 human 7  
 humanity 8  
 humble 7  
 hectare 7  
 hedge 6  
 height 6 (7)  
 heir 8  
 held 3  
 helicopter 4  
 hello 4  
 help 2 (3)  
 helpful 4  
 hemisphere 8  
 her 2  
 herd 5  
 here 2 (4)  
 here's 5 (6)  
 hero 5  
 hesitate 7  
 hidden 7

## I

2  
 ice 3  
 ice cream 3  
 icicles 8  
 icy 7 (8)  
 ideal 6  
 idea 5  
 idle 5 (6)  
 ignorance 7  
 ignorant 7  
 I'll 2  
 ill 4  
 illness 4  
 illustrate 8  
 I'm 2  
 hollow 5  
 image 6  
 imagination 8  
 imagine 7  
 immediate 7  
 immediately 8  
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*Word Search #13—#21* (Dell Publishing Co.)

*Pencil Puzzles & Word Games #1—#6* (Dell Publishing Co.)  
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### Treasure Books

Series of 12 crossword puzzle books arranged by age group for Grades 1-4, approx. 50 pp. each (Grosset & Dunlap 1963)

## BOOKS ABOUT WORDS

*Letter Sounds All Around* (Modules 1-3), Mangrum, Messmore and Logan (Bowmar). Suitable for Grades 2-3.

*ABC Serendipity*, Miller and Malcolm (Bowmar). Suitable for Grades 3-6.

*Ginn Work Enrichment Program* (7 titles), Clymer, Barret, Broneister (Ginn)

*Phonics We Use* (Modern Curriculum Press, 1976)

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